AMERICAN ANNALS

The Deaf.

EDWARD ALLEN FAY,

with the assistance of

J. WILLIAMS, OF CONNECTICUT, J. D. JOHNSON, OF INDIANA, J. E. RAY, OF NORTH CAROLINA, A. L. E. CROUTER, OF PENNSYLVANIA, AND D. W. McDERMID, OF MANITOBA.

Committee of the Conference of Superintendents and Principals of American Schools for the Deaf.

VOL. XXXV. No. 1.

JANUARY, 1890.

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American School, at Hartford, for the Deaf,

HARTFORD, CONN.

NEW SCHOOL BUILDING OF THE OHIO INSTITUTION FOR THE DEAF.

AMERICAN ANNALS OF THE DEAF.

VOL. XLIV, NO. 1.

JANUARY, 1899.

SOME PICTURES AND BOOKS.

IN speaking of pictures and books for children, we will take a hint from the remark of the distinguished jurist to a fledgling who was making himself an intolerable nuisance by his elaborate disquisition on the law bearing upon a certain case: "Permit me to suggest that there are *some* points of law which a chief justice of the supreme court of the commonwealth may be supposed to know." Assuming, then, that "some" things may go without saying, we will not enter upon an argument to show that it is desirable for our pupils to look at good pictures and read good books, but will merely say a word in regard to a few which have recently come under our notice, and are some of them so new that they may not be generally known.

A long step forward in popular education has certainly been taken when, with the modest outlay of one cent, it is possible to place in the hands of a child a distinct, well-printed reproduction of one of the world's masterpieces of art. The list of artists whose works may thus be brought before our children includes, among scores from the early days of the Renaissance to the present time, such names as Giotto, Da Vinci, Michael Angelo, Raphael, Titian, Murillo, Rubens, Van Dyck, Rembrandt, Reynolds, Landseer, and Burne-Jones. Besides these copies of paintings, The Perry Pictures Company (Malden, Mass.) publishes,

at the same rate of one dollar a hundred, very clear and good pictures of scenery, buildings, statuary, and famous men. Their catalogue gives, I think, something over a thousand subjects.

It is hardly possible to overestimate the utility of pictures like these,—but we forget ourselves and are instructing the chief justice in the principles of common law, which is precisely what we promised not to do. We will drop this subject and turn to the books.

In examining the courses of study and supplementary reading in all our best public schools to-day, we find no one thing more marked than the tendency to bring children, at as early an age as may be, into vital contact with the world's great literature; and no one feature in the educational outlook is more hopeful than this. The "inane rat and cat stories of American 'Readers'"—to quote from Miss Mary E. Burt, whose name is well known in our schools—are rapidly giving place to simplified versions of the old classic tales which have proved their right to exist by existing for centuries. The last four or five years have produced many delightful little books in which our boys and girls may get to know the gods and heroes of ancient Greece and Rome, and we now welcome an attempt to familiarize them with the heroic legends of their own race.

A very attractive volume recently published by the firm of G. P. Putnam's Sons, entitled "Siegfried and Beowulf," contains in simple language the stories of those two worthies. On opening the book one is prepossessed in its favor before reading a word, the page is so beautiful. The author is Madame Zenaïde A. Ragozin, whose histories of "Chaldea," "Assyria," "Media," and "Vedic India," in Putnam's Story of the Nations Series, are widely known. It is another hopeful sign of the times that nowadays scholars of international reputation do not consider it beneath them to employ their pens in writing for children.

We predict for this book a decided popularity among our older pupils. It has long seemed to us that the Nibelungenlied and Beowulf—so full of Berserker rage and high courage and undying loyalty—were exactly the kind of stories to delight boys. Indeed, we have found that our own miserable, extemporaneous versions of them have aroused so much interest that we have been wishing for a long time that somebody would do the work which Madame Ragozin has just done so well. Of course we had Baldwin's "Story of Siegfried" and one or two other little things founded on the Nibelungenlied, but nothing reproducing it as does this; and, so far as we know, Beowulf has never before been written out in simple English at all.

To show the dignity of style to which the English of these translations sometimes rises, we cannot do better than to quote a passage from Beowulf. Its subject brings inevitably to the mind of the reader those lines of Matthew Arnold's beginning,

> "But when the gods and heroes heard, they brought
> The wood to Balder's ship, and made a pile."

Of course the boldest might turn pale at the idea of having his words placed side by side with Matthew Arnold's, and we imagine that Madame Ragozin would be the last person in the world to sanction a proposal to compare a bit from a child's story-book with the finest passage in Arnold's matchless poem. Perhaps we should not have ventured to suggest such a thing had not the resemblance between the two situations been so striking; but indeed it seems to us that the extract given below, in its lofty simplicity, serene dignity, and exquisite cadences, bears the comparison pretty well:

"As for Skyld, he departed, in the fulness of time, ripe in honours and years, to go into the Master's keeping. His faithful comrades then carried him forth to the shore of the sea, as he himself had ordered. The black, heavy

earth should have no part in him; the sea had brought him, the ever-moving, many-hued; the sea should bear him hence, after his long years of power.

"There at anchor rode the ship, glistening fresh, outward-bound, fit for a prince. Down they laid their illustrious dead, the dear chief of the land, dispenser of bounties, on the lap of the ship, by the mast. There was great store of precious things; ornaments from remote parts, weapons of rare worth, mail armour finely wrought, and harness glittering in silver and in gold; a multitude of treasures which were to pass with him far away into the watery realm. Furthermore they set by him the royal banner, gold-broidered, high over his head. As its folds unfurled and glittered in the breeze, it told the skies, and the sun, and the stars of night, that a King went forth into the world on his last voyage. They set the helm, and gave him over to the ocean, sad at heart, with tear-dimmed eyes, and silent in their mourning. And Who received that burthen—no man under heaven, be it priest or chieftain or wise seer, can ever tell or know."

To increase—in the eyes of grown-up readers, at any rate—the value of these "Tales," each is supplemented with a "note," giving what is known, or we should say conjectured, of its origin and of the changes which it has undergone. In concluding the note on the Nibelungenlied the author says, finely:

"Criticism of the poem is not an object of this notice. Its greatest beauties of incident or character will surely be found self-evident; likewise the beautiful or pathetic touches of detail, such as the first meeting of the two Queens,—that of the radiant young lovers, Siegfried and Kriemhilde,—the death scene of Siegfried in the forest, when his blood dyes the wild-flowers red, as in Kriemhilde's dream,—or Folker, the minstrel-knight, keeping sad guard with Hagen, and softly playing his doomed comrades to sleep with soothing tunes from home, that they

may have one last peaceful night's rest before the morrow's combat, the end of which is a foregone conclusion. One thing is certain: there is nothing finer or more pathetic in Homer than the conflict of duties in Rudiger's soul, and his despair when loyalty to his King and his oath compel him to do battle without quarter against those who have been his honoured guests and well-beloved friends,—or his last parley with those friends, and his deliberate seeking of expiation in death at their hands."

One word more about some little books and we have finished. Those of us who have been teaching older classes for a number of years have all probably wished at times to give them especial bits of literature as studies, and have been confronted by the fact that the volumes containing the desired selections were altogether too expensive to be provided *ad libitum* for class use, when perhaps only a few pages in each were wanted. We have utilized public libraries, have sacrificed our own—and our neighbour's—loved volumes, and, last and worst, we have hektographed sheets by the ream. We have labored and suffered much, and now it seems as if we were to enter into our rest. The voice of our groaning has, I suppose, reached the ear of the Educational Publishing Company; at any rate, something has stirred its heart to come to our relief. For the past two or three years it has been doing a remarkably good thing in putting out a series which it calls the "Young Folks' Library of Choice Literature." This library must by this time number more than a hundred volumes, each of which contains about thirty-two well-printed pages, in very decent-looking, strong, manila covers, and is sold for five cents. It is intended that this series shall supply more or less reading for every grade in our public schools. The first volumes are in this style, for the kindergarten:

"Annie is a little lame girl.
She cannot walk at all.

She sits in her chair all day "—

and the completed library includes such literature as "Rip Van Winkle," "Rab and His Friends," "The King of the Golden River," "The Ancient Mariner," and some of Shakespeare's plays.

Work of the same character is being done by several other publishing houses besides the one mentioned, and among them all we have now a great variety of little books containing much of the very best that the English language has to offer.

On the whole it seems as if there were some warrant for an optimistic view of the educational situation. When men and women of the ripest scholarship are sparing no efforts to bring to our children the treasures bequeathed to them by other tongues in remote ages; when a copy of the Sistine Madonna, which in nowise shocks the æsthetic perceptions of an artist, may be had for one cent, and Comus or King Lear—in type which Ruskin might deign to approve—may be had for five; when school superintendents are beginning to insist that public-school teaching shall aim from the very foundation not only to give children useful facts, but shall also endeavor with equal earnestness to develop their power of appreciating what is noble and beautiful, is it too much to hope that, after a few more generations shall have come and gone, boys and girls will no longer finish a course in our secondary schools, either for the deaf or the hearing, having no more adequate conception than has a Philippine Tagal of those monumental works which stand forever on the shores of time as the high-water marks of human genius?

KATHARINE FLETCHER,
Instructor in the Clarke School, Northampton, Massachusetts.

THE FIFTH YEAR'S WORK.*

III. Geography.

The plan and the methods of teaching geography this year must be entirely different from what we have used before. Heretofore we have been able to show our pupils the things we were talking of, and have made them familiar with those things before they learned the signs and names used in books to represent them. Hereafter we shall almost always have to learn about the things from maps, pictures, and written descriptions.

The teacher who is to teach geography to a fifth-year class should carefully plan his work long in advance, and be constantly on the lookout for pictures and objects of various kinds, with which to give living interest to his lessons. The pictures can be gathered from magazines, illustrated papers, catalogues, etc., should be mounted on card-board, and, if large enough, should be arranged to hang up. From time to time, as opportunity offers, photographs should be bought to help out. Geography, when properly taught, is a great means of developing the mind and of teaching language, while at the same time giving a store of practical information. It can be made a means of education, of giving a pupil the ability to imagine, to combine and generalize, and to reason, which has no equal, not even in arithmetic. On the other hand, it has often been taught so that it was almost utterly devoid of interest, and served no purpose except to exercise the memory. The old-fashioned way was to have everything committed to memory. Some little attempt was, perhaps, made to explain and illustrate the definitions, but very often the teacher took it for granted that the pupil would understand these, or grow into

*Continued from the last number of the *Annals*, page 380.

understanding them from constant repetition. Starting with the definition "Geography is a description of the surface of the earth," the pupils were never made to connect what they studied, either with anything they can see or with their former knowledge. Instead of studying the surface of the earth, they too often studied only books and maps; and I am sure that too often many of them never realized that what they learned from the book was related in any way to what they had seen, or would ever see. I once asked a class, who were well over toward the last of Harper's School Geography, "Where is the Earth?" They did not know. "Did you ever see it?" After a good deal of thought, one of the pupils answered, evidently with a sentence memorized from some text-book: "We cannot see it, because it is so far off." This class had no idea that they were studying about what was all around them. Their trouble was that they did not have a single clear idea behind all the language they had memorized. Their study of geography was as useful as the Latin which they were also studying—an exercise in verbal memory only, nothing more.

We are not to teach geography in this way. If we were, there would be no need to tell how to do it. I have no objection to a text-book. In fact, I should give one to each pupil; and, after I was sure that each pupil had thoroughly mastered the idea expressed in language by the book, I should assign lessons to be committed to memory. It will never hurt a child to commit to memory good idiomatic English that he understands, and the evening study-hour is intended for such work.

Our special objects this year will be to build up in the mind of each child a clear and distinct concept—a vivid mental picture—of the following:

1. The Earth as a whole, and its shape and size.
2. The size and position of the great land-masses: North America, South America, Europe, Asia, Africa, and Australia.

3. The size and position of the oceans.
4. The physical structure of North America, considered as a type of a continent; its size, etc., etc.

I do not mean that these objects are to be given in this exact order, or that they are to be kept carefully distinct; but in all our teaching we are to keep the building of these ideas carefully and continually in mind, and, whenever an opportunity offers, we must call them up before our pupils.

1. *The Earth as a Whole.*

To teach this lesson we need two globes—the largest one and the smallest one we can get—and all the maps and pictures of the Earth that are convenient. One of the globes should certainly be at least twelve inches in diameter, and the other one not more than five inches. We shall also need two pictures, one large and the other small, of the same person or thing.

Begin by telling your pupils that you are going to talk to them about the world we live in. Write on your slate: "The World—The Earth." Tell them these two names mean the same thing—all of this place where we live. Tell them to look out of doors. All that they can see is a small part of the Earth. Ask them to think of their homes; of all the different places they have ever known. Still all of this is the Earth, and a very small part of it.

Show the large globe. Explain that it is a copy—a model—of the Earth. It is just the same shape. The different parts of it, and the countries on it, are in just the same position as the parts of the real Earth and the real countries on it are; but the Earth has no support attached to it as the globe has. Show the small globe. It is another copy or model of the Earth. It is much smaller than the other globe, and does not show as many

things, but still it is a copy of the same Earth. Pictures of the same thing, or models of it, need not be the same size as the thing itself, or the same size as each other. Here is a map of our school-room, which we made last year. It is not nearly as large as the school-room, but still it is much larger than the map of the school-room on this map of the whole floor of the school building. Here is a map of the whole city. There is not room on it to show the school-room at all, only the whole building. Here is a map of the county, and on that the school building cannot even be shown.

We can have pictures of the same person or thing that are not at all the same size, or nearly the size of the person or thing they represent. Here is a picture of our school. It is very much smaller than the school, but it is very much larger than this little photograph. Here is a large picture of the Superintendent. It is not nearly as large as he, but it is much larger than this little photograph, yet both of them are good pictures of the same person. We can look at these pictures and find out many things about the man ; and in the same way we can look at two globes, and, though they are so small, we can find out many things about the earth from them. Here on the wall is a map of the Earth. It is larger than the globe. It is not round like the globe. This part shows the part of the globe that is next to you ; this other part shows the part of the Earth that is shown on that side of the globe that is away from you. Here are some other maps of the earth, and some pictures of it.

Find on the globe the place where you are. Unless the globe is very much larger than school globes usually are, this will be rather difficult. The teacher can possibly locate the State pretty accurately, but hardly the city. Tell your pupils that this is because the whole Earth is so much larger than all this part of it where we are. Do not now try to give an idea of its size, because we shall dwell dwell at length on that later.

Write: "Can we see the inside of a globe?" Let the pupils examine for themselves and see that we cannot. Neither can we see the inside of the Earth. We can dig down into it a little way, but not far. We can only see the outside—the surface. Geography teaches us about this outside of the Earth, and the things and people on it. We can start from where we are and travel over the surface of the Earth any way we wish. If we go this way—south—the country at first will look just as it does here. We shall see corn, oats, wheat, grass, etc., etc., just such as we see here. We shall see the same kind of people. They will dress in the same way, speak the same language, and do the same things. We shall see the same sort of animals. The trees will look the same. We shall have to travel a long way, farther than we could walk in several weeks, before we begin to see things we did not see at home. After a while we shall see many more negroes. We shall not see as much wheat, but we shall begin to see flax and tobacco. Then we shall see cotton growing in the fields, and possibly sugar-cane. Then we shall come to a great body of salt water called the Gulf of Mexico. We can look off across it, miles and miles, and see nothing but water.

As you take your pupils on this imaginary journey show every picture you can get of the things you talk of, or, better, if you can possibly get them, the things themselves; and point out on the globe or map the course you take. Make as much use as you can of the lessons to teach language. Make your pupils do some writing, about what you tell or show them, every day, remembering that if your progress in geography is made slower by this, you are getting a rich reward in language.

If we go on, and either sail across the Gulf of Mexico or walk around it, we shall come to a country where it is very warm, and where few of the people can speak or understand English. Bananas, coffee, oranges, and many

strange trees and plants grow there. We shall not see a single maple or apple tree. We left these behind in our own country. There are monkeys in the woods, alligators in the rivers, and snakes everywhere. Show pictures of these things and have stories and descriptions of them written. If we keep on going south, we shall cross great rivers, and after a while shall come to cooler regions, where wheat is raised. If we keep on, the climate will get colder and colder. After a while we shall come to the ocean. If we get in a ship and still go south, at last we shall come to a place where it is so cold that the whole ocean is frozen, so that our ship can sail no farther. We cannot sail around the world this way, because the ocean around the south pole is always frozen. Show the globe. This part, right at the bottom, is called the south pole. The ocean around it is always frozen, and the land is covered with snow and ice. The point directly opposite it, at the north, is called the north pole; and the ocean around it is also frozen. Show some pictures of these things, and bring in the animals, etc. Both poles and the parts of the earth around each are always very cold.

Take trips in the same way north, east, and west. Show many pictures and articles from the countries you are speaking of, even if they are things which the children know well, such as sugar, coffee, tea, spices, cotton, ostrich feathers, etc., etc.

After you have finished your series of journeys, you can give a definition of geography which they will appreciate: "Geography teaches us about all these things we have been talking about—far-off countries, wild animals, hunting, seas, icebergs, strange cities, forests, rivers, mountains, all the many things God has made, and all that men have built on the Earth."

We mean all these things when we say, "Geography is a description of the surface of the Earth, and its inhabitants," because all these things are on the outside of the huge ball on which we live.

How do we know that the Earth is round? Some teachers attach the greatest importance to this question, but I should not pause very long on it. The great thing is to illustrate it so that the children will see for themselves, and, seeing, understand. The Earth seems to us to be flat, because it is so very large. If we take a very small piece of a large globe, it seems flat. The part of the Earth that we can see at one time is less than that part of a globe which the head of a pin would cover. If we only saw that much of this globe, we could hardly tell that it was round. Draw an arc of a very large circle on your slate. It seems to curve, because we see so much of it. Rub out all except a very small part of it. We cannot tell whether this small part curves or not. Call in some pupils from another class and ask them. Draw a long straight line tangent to this part of the circle, and show that they practically coincide.

Take up the proofs of the shape of the Earth, one by one, and demonstrate them before the class. Let them see by sticking objects on the globe that we can see the tops of distant objects before we can see their bottoms; and give them a ball, a cylinder, and a circular disk, and let them see that the ball alone casts a circular shadow. If an eclipse of the moon occurs, show them the circular shadow of the Earth on the moon.

To teach the size of the Earth, explain the meaning of circumference and diameter, by showing the globe. Let the pupils measure both as nearly as they can. Have a number of round and circular objects, such as hats, plates, circular disks of paper, cups, balls, etc., etc., for them to measure. When they have a distinct idea of what these words mean, tell them that the circumference of the Earth is 25,000 miles, and its diameter about 8,000. These figures will give them only the vaguest sort of an idea, and you must try and make it more definite by comparisons and illustrations. Many such may come into your mind. The following are good:

Suppose there were a good road around the Earth, and that it went in a straight line, across land and water, all the way around, like this mark on the globe. How long do you think it would take you to walk around the Earth? Make your pupils guess, and then work it out for them. If they walked twenty miles a day—very few children could do that—and six days every week, it would take them about four years to walk around, or just about as long as since they first came to school. Suppose there was a railroad, and the cars ran twenty miles an hour, day and night, without stopping, it would take them about as long as from the opening of school till Thanksgiving Day, or from New Year's Day till Washington's Birthday.

A man once sent a postal card around the world in a hundred and twelve days, and a lady really travelled around it in about seventy days.

After each lesson write a short summary, and have it copied into a book, to be preserved. Parts of this you can have committed to memory, and you can review by using these books. Encourage the pupils to add to this written work anything else that they know.

2. *The Position and Size of the Continents.*

Begin to teach about the continents by showing pictures of the people, animals, etc., belonging to each, and talking about them, not forgetting the most important and curious productions. Begin with any one of them, except North America. Take Africa, for example. Show some pictures of negroes, and as many as you can, showing the dress, habits, homes, etc., of the natives of Africa. If you can possibly get hold of anything that came from Africa, show it, and let the children handle it and ask questions about it. Ask them if they know where people like these live, where such houses and animals are found, etc. Make them show you on the globe where Africa is,

and also on two or three different maps. Show them on the globe and maps how we should go from here to Africa. There is so much about Africa that will be of interest to a young class, that you can make any number of talks about it, and the order of these makes little difference. You can begin at the Strait of Gibraltar and go south, or at the Cape of Good Hope and go north, or follow our black man to his home in central Africa, and work outward from there. In either way you can manage to impress often upon your children the position of the Dark Continent, its surroundings, size, climate, etc. We only want a general idea of these, and the young teacher who does not clearly keep in mind the object we have in view—the position and size of the continents—is apt to be too particular and minute in her teaching. Aim constantly to make the pupils realize that Africa is a real country, with actual living people, and to get them to think of it in that way, and not as a place on the map or globe. Do this in several talks with the children. Be sure and make these conversations, and not lectures from the teacher. Every single fact that you can make the children find out, or think out for themselves, in any way, is worth a dozen that you tell them; and when you must supply information it will make a much deeper impression if you give it in answer to a question from them than it would if merely thrown at them. For instance, when you come to talk about tea, if you tell them that it is the dried leaves of a plant, they may remember it, or they may not. It will be of no particular interest to them, but if you make them soak a few leaves in water, and unroll them, and see for themselves what it is, you will make an impression that will last, and, unless you are well informed about tea, you will be liable to break down under the cross-examination that will follow. If you go on and show pictures of the tea-plant—of the way it is grown, marketed, and transported—and have the children

find the countries from which it comes, and trace out the routes by which it is exported, etc., you will never need to do any more teaching about tea. If you wish to do so, you can make a great many language lessons on Africa, or subjects closely connected with it. For instance, take a cat; show its claws and the wonderful way it can spread them out or close them; weigh the cat; measure it. Draw lines showing its length, height, etc. Ask questions about its habits, food, etc. Show a picture of a lion. Bring out likenesses to the cat in claws, whiskers, etc. Give size, weight, etc. Draw lines showing length and height, and compare with the cat. Ask about a lion's food, and how it gets it. Tell of lion-hunts. Show its habitat on the globe and map.

Take the other continents in the same way. Talk about their inhabitants. Locate the continents. Bring out all of their peculiarities. Compare each with those you have already taught. Sketch the one you are studying on those you have already studied, using different colors for each. If you cannot do this, at least compare their sizes, drawing a line for the length and breadth of each. Leave areas alone for the present, unless you are sure that your children have a clear idea of area. Do not go too much into detail, but remember that the chief object of your teaching should be to bring out the idea that each continent is a real country, and a part of the Earth, and to fix its position and relative size.

3. *The Size and Position of the Oceans.*

Locate each ocean on the globe just as you did the continents. Tell your pupils that all of this is water, and that the water is salt—so salt that no one can drink it. Ask how we use the land, and how the water. You will have to render a great deal of help on this by showing proper pictures and asking questions. Call attention to

the fact that there is not nearly as much land as water on the globe. Draw a large circle, at least two feet in diameter, and tell them that it represents all the surface of the Earth, land and water both. Divide it into quarters. Ask what each is called. Shade one of them. Tell them it represents all the land surface on the globe. Ask what part of the whole it is, and make them write: One quarter of the earth's surface is land. Ask what the rest of the surface is. Have them write: Three-fourths of the surface of the Earth is water. Develop some idea of the size of the ocean. Explain how ships can steam hundreds of miles every day and not be in sight of land for weeks at a time. Give problems, such as you did about the size of the Earth and the continents. Explain that all the water taken together is often called the ocean or the sea; but that there are also five grand divisions of the whole ocean, each of which is called an ocean, and that there are many seas. Take up each of the oceans separately, and talk about it. Tell its size. Show what continents and other oceans touch it. Say something about the fish and animals, the depth, etc. Give a language exercise on fish and boats. Bring out by pictures and questions something of the history of navigation, from the first rude raft to the modern steamship. Take your pupils out doors and measure off on the ground the length and breadth of some ocean steamer. Tell of the materials from which ships have been made, from skins to steel; of the means of propulsion, from a pole to the steam-engine; of the disasters which happen to ships—wrecks, leaks, fire, battles, etc.

After this you may teach a few of the names of the different forms of land and water. Show these by taking your class out to some stream or pond, and finding them, or let the pupils build them in any convenient place out of doors, or in doors on the sand-table, or even on a slate with clay or putty. Let them draw pictures or maps of them. Ask what a cape, an island, a bay, or a strait is,

and let them make or draw one. When in this way you are sure that the children really know what the things are, you may let them define them in their own language. Then help them to put this language into a clear and concise form.

4. *North America as a Continent.*

I am very much in favor of teaching that a continent is a very large, and, roughly speaking, a basin-shaped body of land. A continent must have at least two mountain systems, and a great body of lower land between them. These mountain systems form the rim of the basin. The typical diagram of a continent would be:

AB is the ocean level; C one mountain system, D the other. CED is the central plain; E the valley of the great river of the continent.

Do not begin to teach the class with this diagram, but at first teach North America as you did the other continents. After that, keep this diagram as the generalization toward which you are working. If you can manage it—and it is not as hard as it seems—go to work to have a large relief-map of North America made by all the pupils of your class, and a small one by each individual. Have the large map made on a foundation of thin board, at least two feet wide and three feet long. If you cannot manage the drawing on this board, trace the outline of the continent and its principal rivers, lakes, mountains, etc., from some good wall-map of the right size, and paste this tracing on your board. Find a map of North America in some old geography, about the right size for your pupils' maps, which should be made either on slates or small boards with rims

around them. Paste this map on tough pasteboard, and have it sawed out with a jig-saw. Saw slits along the principal rivers, mountain chains, lakes, and other things that you intend to show on your relief-maps, being careful to leave enough unsawed to hold your map together. In other words, make a stencil of North America. Have your pupils draw the outline from this on their slates or boards. Tell them that bare slate is going to represent water, and that land is to be built up with the material you have chosen—clay, putty, soaked paper, or whatever it is. I prefer paper, as it can be finished as nicely as you wish with water-colors, etc. Besides, if you wish to make a new start at any time, a little soaking in water will make both slate and material as good as new. The first layer of this must be pasted down, and if your foundation is a board it will be well to tack it down also. Putty is more convenient, but ruins the slate, and if you wish to color it you must use oil colors. Outline the coast first, using a very thin coat of material. Name the different parts as you come to them, and write the names on each. Ask questions as to the animals, people, etc., and mark them.

Next, cover the whole area, as thinly as possible, with your building material. Then put in your mountains. On large maps, especially if you intend them to be permanent, they should have a backbone made by driving in wire nails of the right size. In the first map, you may disregard the outlying groups, and show only the continuous chains, from Alaska to Panama, and from Labrador to Georgia, leaving breaks for the important rivers. Make the western mountains more than twice as high as the eastern. Talk a great deal about mountains—how they look, what is found there, etc., etc., omitting for the present to say much about their effect on climate, because we have not developed the idea of climate yet. Show plenty of pictures, especially if your pupils have never seen a mountain.

Draw what rivers you decide to show. Explain that the land is never perfectly level, but always slopes from the mountains to the rivers or sea. Fill up, on your maps, next to the mountains, half way to their tops, and slope this down to nothing at the rivers and sea-coasts. If you wish to put in more secondary rivers, scrape out their whole valleys, after sketching their outlines and the courses of the rivers, and explain that such a thing as absolutely level land is never found, except in very small pieces. It all slopes, one way or another. Whenever two of these slopes meet at the top we have a "divide," or "water-shed." Where two join at the bottom we have a valley. All rivers flow where two slopes come together at the bottom, but there is not always a river at such a place, because very often there is not enough water to make one. Lay your map perfectly level and sprinkle water on it, and show that it all runs down into the places where you have made the rivers.

Put the island of Cuba on your map, and then call attention to the fact that the whole map forms a basin. Parts of the rim are gone in places, and in other places, especially on the south, the whole basin dips under water, but it comes up again, in Cuba and Yucatan. If you have them, show relief maps of the other continents, and point out that in all of them you can find this peculiarity: a great central plain, more or less entirely surrounded by a rim of mountains, or in some places islands. In Africa the central plain is very high. Europe and Asia form a double continent, and the basin shape of Asia is not so clearly seen as in the other continents, but it is there. Australia has it clearly, but the mountains are very low. It is therefore entitled to be called a continent instead of a large island.

You can, if you wish, show the productions of North America on your relief-map, but do not go too extensively into these now, but wait till next year and then have a "production" map made.

Make out of clay on a small slate a reduced copy of your map. Cut this across in a straight line through the two highest points in the two opposite mountain systems, and scrape away all of your map on one side of the cut. Tell your pupils that a drawing of such a cutting through of anything is called a "section," and have them notice the shape of the section you have made. Draw the typical diagram of the continent shown on page 18, and tell them that usually a continent can be cut across so as to give a section approaching this form.

It will not be necessary to make maps of the other continents. It will do no harm to mould them hastily in clay, but with the thorough drill you have given on North America your pupils will understand them from maps. If there is a study where memorized lessons are of absolutely no value, that study is Geography. Knowledge of position, the part that is usually given in the thousands of map questions that so many children waste time over, should be taught by drawing or modelling. The drawing may be simply the filling in and naming of outline maps, or elaborate map-drawing. The remainder of the study should be topical. The teacher should show the children where and how to get the information, and assist in expression, but the pupils should each do the work for himself. It is better to study geography in this way, even if you only teach one country in the whole time devoted to it, than it is to go through the book getting high averages, and turn out pupils who, two years after, will not have any idea, for instance, whether "Ceylon" is the name of a city, river, mountain, country, cape, island, or what.

IV. Drawing.

Drawing is of two kinds: freehand and instrumental, or, as it is often called, mechanical. In the first, we try to represent things as they appear to us, and, as its name

implies, we execute it with a free hand, not bound down by instruments or measurements. In most of our schools for the deaf, instruction is provided in this branch. This is usually done by employing a special teacher, which is doubtless the wisest and most economical way.

In the other kind of drawing, we use drawing instruments, work according to fixed mechanical rules, and usually make numerous measurements, and follow them exactly. We do not intend to represent things as they appear to the eye, but to show them accurately, as they really are. Such drawings, to be worth anything at all, must be so accurate that we can apply the scale and dividers to them, and get results as exact, or even more exact, than we can get by actually measuring the objects themselves with the foot-rule or tape-line. To almost any one who intends, as most of our pupils do, to make a living by manual labor, the immense importance of the ability to make and read such drawings, even to a moderate degree, will be readily conceded; but, in addition to this practical value, there is a very great educational value in a course of such drawing, that can hardly be estimated. It develops and exercises faculties that are only very slightly cultivated by any of the other studies in our regular courses. It has always seemed to me that our schools for the deaf have erred in giving it so little attention. I know, from actual experience in teaching several classes, that, if properly taught, deaf pupils are eager to learn it; and that those even of moderate attainments and only average mental power can acquire a very useful amount of ability to make and read such drawings. I am also more and more convinced that as early as the middle of this fifth year of the school-life of the average deaf child, boy or girl, is not too early to begin this instruction.

There are many difficulties to be overcome. We do not have teachers trained in this branch. We have no

text-book that we can put into a teacher's hands and say, "Follow this." The difficulties of providing drawing instruments accurate enough to be useful, and cheap enough to be trusted in childish hands, have until recently been very great. I believe that all these have been overcome, or soon will be; that all of our schools should have a course in instrumental drawing; and that every teacher, otherwise competent to teach a fifth-grade class, can give all the instruction and supervision necessary.

In all that I have said concerning methods of instruction, I have always tried only to offer those things that have stood the test of actual trial in the school-room, with classes of different ability; and of which I could say, "*I know.*" I cannot say this of what I have done with drawing, and so refrain from saying what *I think*, and content myself with stating my belief in the possibility and importance of beginning this work in the fifth year.

FRANCIS DEVEREUX CLARKE,
Superintendent of the Michigan School, Flint, Michigan.

A PLEA FOR A UNIFORM COURSE OF STUDY IN OUR SCHOOLS.

THERE seems to be no prescribed standard or uniform course of study in the Schools for the Deaf in this country. Most of the schools have a course. Each of these has more or less of merit; none of them, perhaps, is without its especially good points. We see no reason why one should not combine most of the virtues of all. At the same time, we would not advocate strict adherence to any iron-clad system in educating the deaf. The ground covered could be the same, though the methods might differ. All will readily admit that no course could be devised that could supersede the work of the instructor;

no course could be adopted that would contain more than an outline.

The fact is that the tendency of any prescribed course is to hamper and, in a sense, dwarf. Build walls around, and you obstruct the vision. But let us not commit the error of allowing this to prove too much. A man may eat so inordinately as to prove himself to be a glutton; gout and all sorts of disorders follow, but this would not convince those who are not gluttonous in their tendencies that it is their duty to desist from eating. So we would insist, at the outset, upon the correct use, and not the abuse, of the standard.

That the tendency of the pursuit of any specialty is to contraction—opposes breadth of development—is a self-evident proposition. The botanist, as he climbs the mountain side, sees only the flowers at his feet; the geologist, only the boulders. Each fails to take in the grandeur of the prospect, the magnificence of the scene. Yet each is a factor in the development of an important science. But may not we, as specialists, feast our eyes upon the beauties of the flowers and inhale their fragrance, study the fossils, and at the same time take in the grandeur of the mountain peaks?

Now it is perfectly clear that if a diploma is to mean anything, it ought to mean much the same thing from one school as from another, or else it will have little or no significance.

Let us inquire what conditions exist in the different States, resulting in the varying standards of acquirement in order to the securing of a diploma. Each school is supposed to have its own course of study, and, as a rule, the course is gauged by the time allowed in school by law. The term granted each pupil varies, in the different States, from seven to ten years, and in a few cases longer time is allowed.

Another fact that tends to minimize the value of

diplomas is that all schools occasionally grant diplomas to good, faithful pupils rather because they have completed the allotted time than that their attainments entitle them to the beautifully engraved, ribbon-bound documents. In order that diplomas may have the highest value, there should be, as far as practicable, a uniform course of study adopted.

To accomplish this it would be necessary that about the same time be spent in each school. It will be observed that we assume that whether we hail from the North, the South, the East, or the West, we are possessed of about the same abilities. There may be violence in this assumption; but, for the sake of argument, this will be taken for granted.

The most difficult, perhaps, of all the questions is this: What standard shall we use? The answer may be reached in various ways. We would ask this leading question: What ought we to aim to make of our pupils? All will answer, "Intelligent, moral, self-supporting citizens."

If it be true that it takes about the same qualifications to succeed in one as in another part of our country, and if we have about equal mental ability to begin with, it would seem that the time allowed to pupils in the various States should be about the same. If it be granted that speaking and hearing children are kept in school only sufficiently long to qualify them for citizenship, then their attainments, if possessed by the deaf, would seem sufficient. But how long are these more fortunate youth admitted to the public schools?

The period varies somewhat, but we may say that from twelve to eighteen years are required to complete the course in public and high schools. Should the deaf be expected to accomplish the same results in less time? If so, why? The facts are, the deaf are allowed only from seven to ten years, and in a few cases twelve years.

Now, we are not discussing the question as to whether we should maintain free high schools and free universities. We state simply the facts. From what we have said, only one conclusion can be reached, and that is that the time allowed in our schools for the deaf should be extended.

Owing to the fact, however, that the conditions will likely remain the same for years to come, what standard can we adopt? In view of the conditions that confront us, we would recommend that a united effort be made to fix the time at, say, ten years, two more to be added when specially desirable; that the course be laid out adapted to the average congenitally deaf child; that there be issued first and second grade diplomas, that of the first grade to entitle the recipient to admission to the college, thus carrying out the custom in many States of having the high schools articulate with the universities. Why should not our schools articulate with Gallaudet College?

It is true, of course, of pupils of our schools, as of those of public schools, that comparatively few of the graduates ever enter colleges or universities. So we would recommend that a second-grade certificate be granted the rank and file of our graduates.

Let the highest class of our pupils remain in school two additional years, should it be thought desirable that they be granted first-grade diplomas. In the meantime let emphasis be given to their instruction in trades—twice the usual time being given to trades, and one-half to literary work.

It is a lamentable fact that our pupils average only about five years in school in the West and the South, and perhaps only a little longer in the East.

If it be desirable that the profession take any action in the matter, we would suggest that leading educators in each State be assigned the task of contributing their views, and that these views be audited by a committee appointed for the purpose. For example, let an expert

on language in each school be requested to contribute a vocabulary of fifteen hundred to three thousand words for the primary course. So in the other branches.

These, with the aid of the courses of study in use, would form the basis for a comprehensive, yet condensed, summary and guide. Let it be remembered that no course of study could be constructed that could supersede the instructor; none could be made that would contain more than an outline.

What we have said as applied to schools proper is, if possible, more applicable to the industrial departments; for but few schools profess to have a well-developed course in their industries. Not that we would, if we could, make mechanics of all our pupils; but trades, to accomplish the greatest good, must be conducted according to a well-defined system.

It is not my intention to present an exhaustive paper, but a suggestive one. My belief, then, is that should such courses of study as those suggested be adopted, the tendency would be to add time to the course in a number of schools, to increase the number of years of average attendance, to give to the profession a better course than any institution now has, and to start our industrial departments on a more substantial basis.

JAMES N. TATE,
Superintendent of the Minnesota School, Faribault, Minnesota.

THE DUSSAUD MICROPHONOGRAPH.

[In the last volume of the *Annals*, page 264, we referred to an article in *La Nature* on the microphonograph invented by Dr. F. Dussaud, of Geneva, Switzerland. Since that article was published the instrument has been made known to the public, especially in Paris, by lectures and exhibitions before learned societies, and by numerous articles in magazines and newspapers. One of its most zealous promoters is Dr. Laborde, a distinguished physician of Paris. The following letter, addressed to Dr. Laborde by the eminent head physician of the National Institution for Deaf-Mutes at Paris, who in addition to high scientific and medical attainments possesses what few men of science have—thorough familiarity with the deaf—is taken from *Les Annales françaises des Sourds-Muets* for June, 1898. The translation is by DUDLEY W. GEORGE, M. A., Instructor in the Illinois Institution, Jacksonville, Illinois.—E. A. F.]

PARIS, *April* 28, 1898.

In the admirable lecture which you delivered yesterday at the National Institution for the Deaf you enunciated certain propositions in regard to which I do not find myself in accord with you. I had already been acquainted with them from reports of your lectures elsewhere on the education of the deaf by means of the Dussaud microphonograph. Until now I have not felt it incumbent upon me to utter criticisms of your views, but, as you have submitted them to the distinguished corps of instructors of the Institution with which I have the honor to be connected, I think it is in order to submit to you certain considerations, being well assured that your respect for the truth will prompt you to receive them in a not unfriendly spirit.

You assert that every individual who is totally deaf, who has never had hearing, is able to perceive the sounds of the microphonograph.

I fear that, in your estimate of the degree of deafness, you have depended upon the statements of individuals. We meet daily persons who claim never to have heard and who are quite surprised when we make them hear the bell of a watch placed in close contact with the ear, or

the sound of a tuning-fork set in vibration by electric apparatus.

I do not believe that a totally deaf person can hear through the Dussaud apparatus any better than through any of the other instruments which we use every day to measure the degree of hearing, for the reason that I cannot accept your theory that the acoustic centres receive sonorous impressions and transmit them to the speech centres without the intermediation of the acoustic nerves and of the ear.

A sensorial nervous centre remains inert when it is not served by the organs which are connected with them.

In order that a spoken word should be perceived by the brain, it is necessary that the ear should give, so to speak, the figured form of the word, and that the acoustic nerves should transmit the interpretation of the ear to the acoustic centres. It is only then that the speech centre can reproduce the spoken word in its turn. Your conception is, perhaps, an ingenious one, but there are no physiological data which permit us to believe it true.

By passing an electric current through the two ears you can excite the *chiasma* of the optic nerves and the labyrinths, and produce in the former a luminous sensation and in the latter the buzzing which is the acoustic sensation, but in the case of the blind it is on condition that the *chiasma* of the optic nerves be not destroyed, and with the deaf that there still remains a certain susceptibility of the labyrinths; otherwise you will accomplish nothing.

You admit that there are three classes of deaf-mutes:

I. Those whose acoustic centres have undergone an arrest of development. With those there is nothing to be hoped for.

II. Those whose acoustic nerves have been destroyed by meningitis or some other inter-cranial affection;

III. Those who have lost the hearing by a double

labyrinthic otitis or whose ear has not been developed under normal conditions.

In these last two classes you affirm that the acoustic centres can receive impressions through the microphonograph. I can assure you that such is by no means the case, the reasons cited above being well sustained by experience.

In order to maintain the theory of the acoustic centres being put in action without the intermediation of the acoustic nerves, you are obliged to attribute special and marvellous properties to sounds produced by the microphonograph—properties hitherto unknown.

We have no reason to believe that a body vibrating through the action of an electrical apparatus, and giving the same sound as a body vibrating through any other instrument, can have special and marvellous properties.

In the code of nature all is admirable, nothing is marvellous. When we do not understand, we pursue inquiries with increased energy, and we do not believe until we have found the reason why.

I am convinced that all of your experiments with the aid of the microphonograph have been made upon individuals who have retained a certain degree of sensibility of the ear and the integrity of the acoustic nerves. A more attentive examination will certainly convince you of it.

The Dussaud microphonograph has the advantage of being capable of reproducing articulated words, a thing which no other instrument can do, but it reproduces them in a sort of Punch and Judy tone of voice which it is preferable not to inculcate, for in this respect it is greatly inferior to the human voice.

Auricular education is much less advanced than you seem to think. So far, it has not actually restored hearing to a single person.

A very deaf person, who cannot distinguish the articulate sounds which constitute speech, finds himself, if I

may use the comparison, in the situation of a traveller transported into a country whose language he does not understand. His ear gradually gets accustomed to what at first appeared to be only a noise, and the meaning of the words grows upon him little by little. By repeating to him the simple parts of language until he comes to apprehend their meaning, one will finally make him understand sounds which had previously no meaning to him at all. What was only a vague noise becomes a perception more or less distinct, and at the end of a certain time the deaf person becomes able to communicate through the ear—to an extent that is, however, always unsatisfactory. Those who claim to have obtained better results are misled.

The Dussaud microphonograph claims not only to relieve the fatigue of the teacher, but to give practice to the ear of several persons simultaneously. In a lecture which you delivered at the home of a man of the world who is a benefactor of the deaf you showed us rows of telephones on a long table to serve for a large sized class of pupils.

Experience will not fail to show you that there are no two persons whose aptitudes of the ear are exactly alike. One hears only sharp sounds, another only deep ones, while he who can hear the striking of a repeating watch is unable to hear the shout of the human voice or the ringing of a bell.

It will be impossible for you to get together a class of individuals whose peculiarities of hearing are sufficiently alike to admit of their being handled collectively, and I fear that the teachers will prefer to educate them individually. The microphonograph will, it is conceded, supply the place of the teacher's voice for each individual pupil, and this will be an advantage if only the nasal tone of the instrument can be done away with.

Shorn of the prestige which you have sought to bestow

upon the instrument, you should strive energetically to remedy this defect. Let us hope that we shall not meet with disappointment, and that our teachers will not again prefer to have recourse to the simple voice method, to which, after practising with instruments for some time, they have returned, abandoning the artificial aids to hearing they at first made use of.

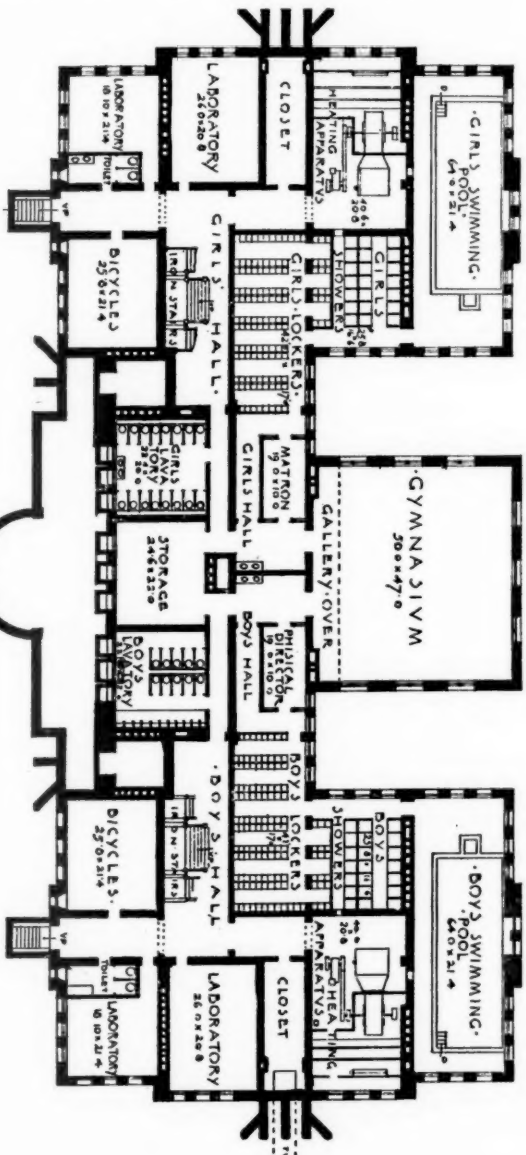
Please accept, my dear colleague and friend, the assurance of my sentiments of friendship.

DR. LADREIT DE LACHARRIÈRE,
Head Physician of the National Institution, Paris, France.

THE NEW SCHOOL BUILDING OF THE OHIO INSTITUTION.*

THE new school building of the Ohio Institution for the Education of the Deaf and Dumb is situated on the west side of the grounds, with the main front to the east, and in size is 240 feet north and south by about 110 feet east and west. Including the basement, it is four stories high, the basement being finished for use in as thorough a manner as any other part of the building. The materials used in construction are limestone for foundations, common brick for inside walls and partitions, pressed brick and cut stone for exterior facing, and slate for the roof. The materials used and the construction throughout are of the very best character, all floors being carried on brick walls, and very few wood partitions being used in the entire building. All outside steps are of limestone; the vestibules are floored with marble, and the inside steps from the vestibule to the level of the first floor are of marble; the main stairways from the basement to the third story are of cast iron, the treads covered with rubber to prevent noise.

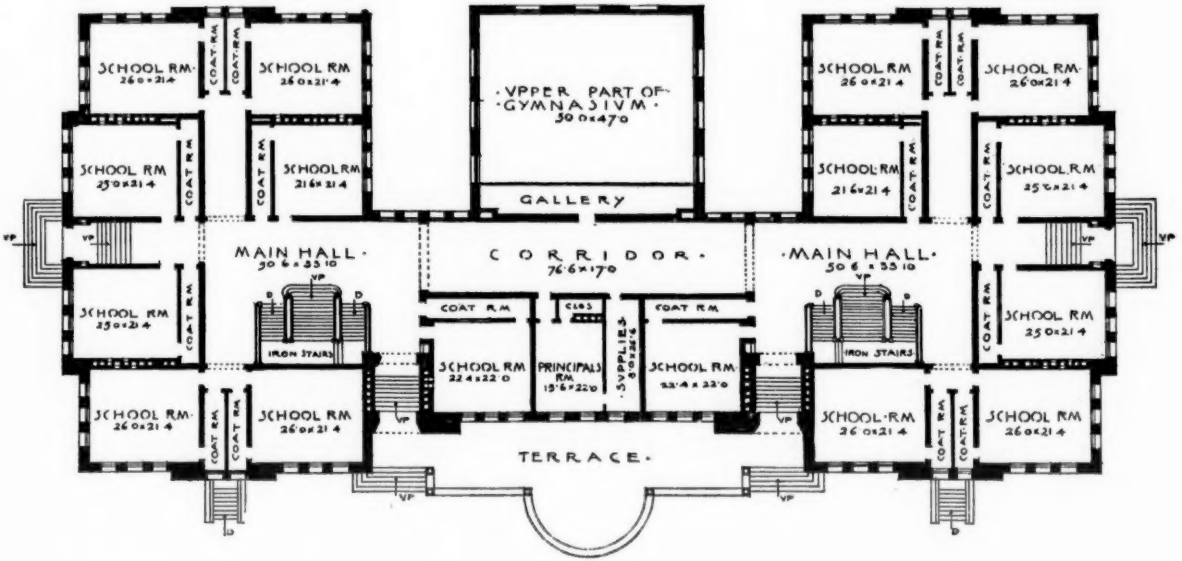
* Written for the *Annals* at the request of the Editor.


GIRLS' SWIMMING POOL 40'0"x21'0"
LABORATORY 26'0"x20'0"
CLOSET
HEATING APPARATUS
GIRLS' SHOWERS
GIRLS' LOCKERS
GIRLS' HALL
BICYCLES 35'0"x21'0"
LABORATORY 16'10"x21'0"
TOILET
GIRLS' LAVATORY 21'0"x22'0"
MATRON 9'0"x10'0"
GIRLS' HALL
GYMNASIUM 90'0"x47'0"
GALLERY OVER
STORAGE 24'0"x22'0"
PHYSICAL DIRECTOR 9'0"x10'0"
BOYS' HALL
BOYS' LAVATORY
BOYS' LOCKERS
BOYS' SHOWERS
BOYS' HALL
BICYCLES 25'0"x21'0"
BOYS' SWIMMING POOL 60'0"x21'0"
APPARATUS
HEATING
CLOSET
LABORATORY 26'0"x20'0"
LABORATORY 16'10"x21'0"
TOILET

BASEMENT.

The departments provided for in this building are those which come in direct connection with the school work. Having in the main building at the present time a chapel of sufficient size, no provision has been made in the new building for an assembly-room, but upon examination of the plans it will be found that everything pertaining to and coming in close touch with the school work, such as physical culture, the various branches of art work, including painting, modelling, and wood-carving, as well as rooms for library and museum, art-exhibition rooms, and the school-rooms, laboratories, principal's office, and wardrobes have all been carefully provided for.

The principal part of the basement is devoted to physical culture and laboratories for experimental work. The main outside entrances to the basement are in the centre of the north and south wings, on the east side, and from these entrances the basement is reached by a short flight of stone steps. The basement floor being only about five feet below grade on the east side and entirely above grade on the west side, and having a ceiling 10 feet in the clear, this portion of the building is as well lighted as any of the upper stories. It is divided into two distinct portions which are exact duplicates, the north half being used for the boys and the south half for the girls. The gymnasium is the only room which is used in common, and this is done only for the reason that it can be used at different times by the boys and girls in separate classes, while the expense of building and equipping two gymnasiums would be considerably more than would be justified while the one room can be as conveniently situated as is here shown. The gymnasium is in a semi-detached wing of the building and is only carried up one story high above the basement, thus avoiding the annoyance from vibration, and making it practicable to use the room at any time during the day, even while the school-rooms are occupied and all other departments of the work progressing as


SCHOOL RM. 26·0×21·4
COAT RM.
COAT RM.
SCHOOL RM 26·0×21·4
SCHOOL RM 25·0×21·4
COAT RM.
COAT RM.
SCHOOL RM 21·6×21·4
·VPPER PART OF· ·GYMNASIVM· 30·0×47·0
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C O R R I D O R · 76·6×17·0
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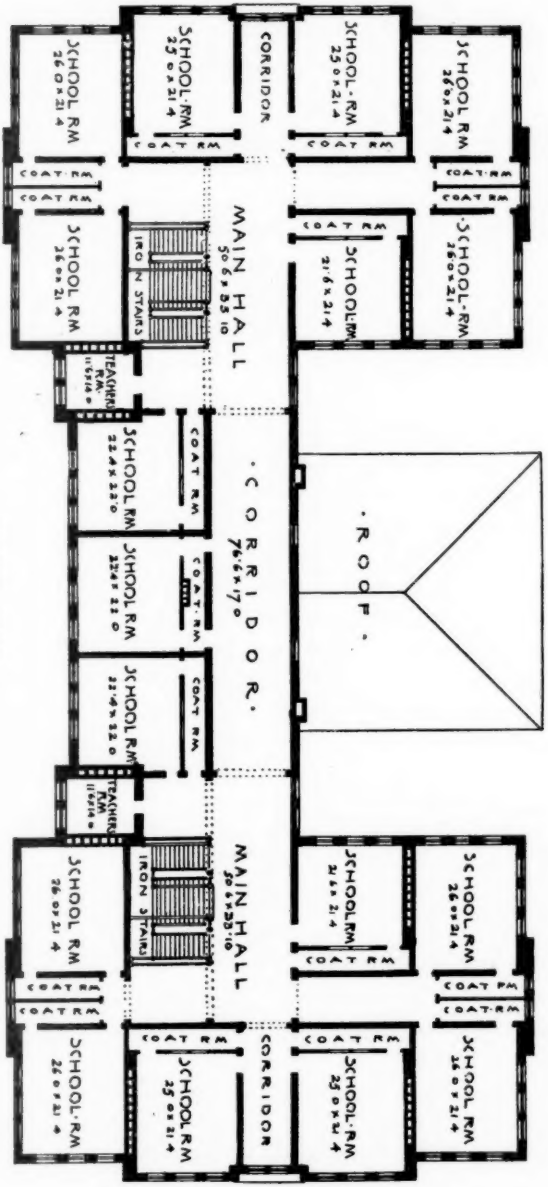
FIRST FLOOR.

usual. The room is 47 feet by 50 feet in the clear and 20 feet in height from floor to trusses, giving an abundance of space for all kinds of apparatus and for training classes in physical culture. In close touch with the gymnasium on either side are the matron's and physical director's rooms, making it necessary for every pupil entering the gymnasium to pass one of these offices. The shower-baths, swimming-pools, and locker-rooms are directly connected with the gymnasium on either side by the corridors, provision being made for about 300 lockers, 21 shower-baths, and a swimming-pool 18 feet by 34 feet on each side. Near the main stairways on each side are the water-closets and lavatories, the room between these being used for the storage of the gymnasium apparatus. Near the outside entrances to the basement at the north and south ends of the building are the chemical and physical laboratories, and on the opposite side of the hall from these the rooms for bicycles.

Near the centre at the north and south ends of the building are the fans and coils for heating and ventilating. The heating and ventilating are by what is known as the blast system, the most approved modern apparatus being used. The fresh air is taken into the basement through the windows, passes first through a tempering coil, then through a dry screen and a wet screen to remove the dust and impurities, thence into the fan, and is driven by the fan into the rooms throughout the building through a double system of ducts placed under the floor. Ducts are provided for tempered fresh air as well as for hot air, so that the building can be ventilated by the fans at all seasons of the year.

All partitions for shower-baths, water-closets, etc., throughout the building are of white marble, supported on nickel-plated fittings. All plumbing fixtures throughout are of the best quality, and the showers and wash-bowls are supplied with both hot and cold water by

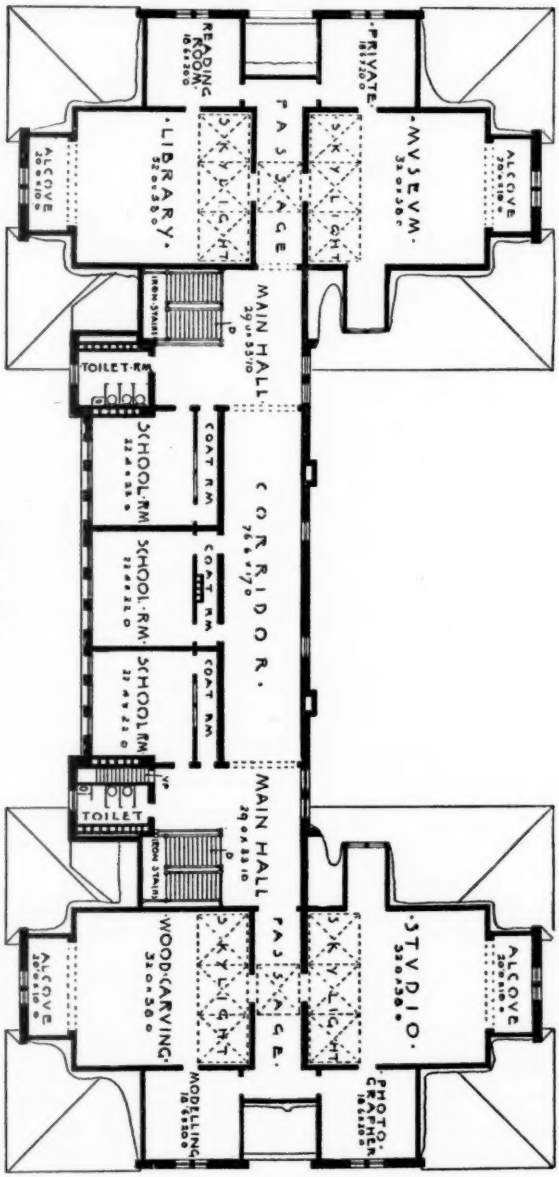

SCHOOL RM
26 0 x 21 4
SCHOOL-RM
25 0 x 21 4
SCHOOL RM
21 6 x 21 4
CORRIDOR
MAIN HALL
50 6 x 85 10
IRON STAIRS
TEACHER'S R.M.
11 6 x 14 0
SCHOOL RM
22 4 x 22 0
COAT RM
CORRIDOR
76 6 x 17 0
ROOF
SECOND FLOOR.

circulating pipes which are brought through a tunnel from the main boiler-house. Steam is furnished from the main boiler-house, pipes being carried through a tunnel and connected with the coils in the fan-room.

The floors throughout the basement, except in the gymnasium, are of artificial stone. The gymnasium floor is 2-inch quarter sawed oak. All rooms throughout the basement that are used for lavatories, bath-rooms, locker-rooms, laboratories, etc., are plastered with Portland cement mortar, making the walls impervious to moisture.

The first story of the building above the grade is devoted entirely to school-rooms and cloak-rooms, each school-room having its own separate cloak-room, and the principal's office a closet and supply room. The principal's office is located in the centre of the building, on the east front. The two main entrances to the first story are in the east side, through the base of the towers. Passing into the building through these entrances we come immediately to the large stair halls, which are 34 feet by 52 feet in size, and contain the iron staircases extending from the basement to the third story. These stair halls are connected by a corridor 17 feet wide, extending through the building to the entrances at the north and south ends. Each of the school-rooms has its own separate hall entrance, and all school-rooms and corridors are well lighted by outside windows. The ceiling heights for all school-rooms are 13 feet in the clear; this applies to each story of the building. All school-rooms and corridors are wainscoted with Keene's cement, and plastered with rock wall plaster, and have a base of Keene's cement, thus reducing the woodwork throughout the building to a minimum. The floors of the school-rooms are of edge grain yellow pine, and the finish throughout the building is of the same material.

The second floor is devoted entirely to school-rooms, and has the same arrangement as the first except that the space in the two towers is used for private rooms for the


READING ROOM
PRIVATE
MUSEUM
ALCOVE
LIBRARY
SKYLIGHT
PASSAGE
IRON STAIRS
MAIN HALL
TOILET RM
COAT RM
SCHOOL RM
CORRIDOR
TOILET
WOOD-CARVING
MODELLING
PHOTO
STUDIO

THIRD FLOOR.

teachers. In the central portion of the third story are three school-rooms which are to be used for the high school, and in the north and south wings of the building the space under the high roof is to be used for the various departments of the art work, library, and museum. In the north wing are located the photograph gallery, modelling-room, wood-carving room, and studio, and in the south wing the museum, library, and private reading-room. The main connecting corridor between the north and south wings in the third story is constructed with a large expanse of plain wall to be used for the purpose of an exhibition hall, and is well lighted by skylights at each end. The toilet-rooms and water-closets are provided for the third story in the towers. These towers, which to the ordinary observer might appear to be simply for ornamentation, are made of practical use to the building, as it will be noticed that the ventilating shafts are brought to them from all parts of the building, and they are made the outlet for the foul air from all the rooms, thus serving the double purpose of ventilators and architectural features.

The building will be lighted throughout by electric lights supplied with a current from the central plant.

In architectural style the building is a simple, straightforward treatment of the French Gothic, the two masses at the north and south ends being emphasized and drawn together by the connecting body of the main building, which is further emphasized by the towers in which the main entrances are located, these towers being carried to a height of about 108 feet. The exterior facing, as above stated, is of pressed brick. That used for the basement and for the quoins is a light gray, and the body of the building a rich buff. The roof will be of green slate, and the ornamental trimmings of the light blue Berea sandstone. The color effect of the entire mass will be extremely pleasing.

J. W. JONES,
Superintendent of the Ohio Institution, Columbus, Ohio.

OUTLINE COURSES IN MANNERS AND MORALS.

THAT the teacher of deaf children is responsible, more than any one else, for their manners and morals is a proposition that cannot be denied or evaded.

The lack of a ready means of communication between those natural teachers, the parents, and a deaf child precludes everything but the crudest instruction at home. Hence, the average deaf child enters school with its manners and morals practically unformed.

These unformed creatures are placed in our hands to develop and mould. We have them with us for five hours of the day, nine months of the year, during a course of ten years, the most formative years of a human being's life. No one else has such close and continuous relation with the children. No one understands them better, or is able to make them understand better. They come to us immature beings; they leave us on the verge of manhood and womanhood, with their habits of thought and action practically established for all time.

If we admit our great responsibility in this matter of manners and morals, as admit it we must, the next question is whether we do all that we ought, all that we can, to acquit ourselves well of the responsibility.

Any one who has had experience in the training of hearing children knows the almost countless repetitions of "Do this" and "Don't do that" which bestrew the pathway of such children to morality and decorum.

Such repetition is a manifest impossibility in the case of deaf children. Moreover, neither inside the schoolroom nor outside will a sufficiency of occasions arise for teaching the children all that they should know of manners and morals.

Frequent "talks" to the pupils are excellent as far as

they go, or rather as far as they *stay*, for nine-tenths of such instruction goes in at one eye and out at the other.

How many teachers in the profession, recognizing the importance of careful and thorough instruction in manners and morals, set aside a regular time for such teaching, and have lessons on those subjects written out, copied, studied, and recited, as in other branches of learning?

A branch of education that is left to take its chances at odd moments and on special occasions is hardly likely to be very well mastered by our pupils.

The object of this paper is to offer a suggestion looking towards more systematic instruction in manners and morals in our schools. We must bear in mind that deaf children have little opportunity of learning manners and morals outside of our influence. They must stand or fall mainly by what they get from us.

I would suggest that a regular time be devoted to teaching manners and morals, with lessons written by the teacher, suited to the understanding of the pupils, which lessons are to be copied and studied by the pupils. And this should be done, not in any particular year or years, but every year, by every teacher, throughout the whole course.

I would teach manners and morals separately. The two do not necessarily go together. Good manners are a kind of outward polish, while good morals are rather a fine interior finish. A person of good manners may have very objectionable morals, while a person of the best morals may eat with his knife and drink his coffee from a saucer.

At the end of this paper will be found an outline for a ten-year course in manners, and a similar one in morals, in accordance with the idea just suggested.

Written lessons are not recommended for the first and second years. The instruction during that period can, with better advantage, be confined to admonitions and

actions, with words and short sentences expressive of what is right and proper, and of what is wrong and improper.

The third, fourth, and fifth years have the same outline; but it is expected that the teacher of each grade will adapt the lessons to the understanding of the pupils. The same can be said of the outline for the remaining years. While each year covers practically the same ground, the language and illustrations of each succeeding year should grow with the pupils' mental growth. When the most advanced classes are of superior intelligence, some good text-book on ethics may be used with advantage in the place of lessons written by the teacher.

The question may be asked, How much time ought we to give to this systematic study of manners and morals? Our time in the class-room is pretty well occupied as it is. But there are certainly some things on our schedules of less importance to our pupils than good manners and good morals, and which can be sacrificed occasionally without detriment. One hour a week devoted to these regular lessons in manners, and the same time to morals, would be sufficient. This would give opportunity for twenty lessons on each subject during the year, with ample time for review.

The lessons should be copied into substantial note-books, with pen and ink. They will be useful reference books for the pupils after leaving school.

These lessons, properly prepared and studied, will furnish occasion for a great deal of practical language work.

The deaf boys and girls who graduate from our schools compare favorably in character and courtesy with hearing boys and girls from corresponding classes of society. But I believe that the spirit which actuates teachers of the deaf is not to attain the "good enough," but always the "better," and if there is any method or system that will enable us to strengthen the characters and perfect the

manners of our charges, we are ready to receive it and adopt it. It is with such a spirit of seeking after the "better" that this paper and the accompanying outlines are submitted to the profession.

Outline Course in Good Manners for Primary Pupils.

First and Second Years.

The instruction during these two years must be almost wholly in the line of example and practice. Plenty of occasions will arise in the school-room for the teacher to make corrections that will lay the foundation of future good behavior.

Give careful attention to

Correct positions in sitting, standing, and walking,
Manner of entering and leaving the room,
Behavior in the halls,
Dragging or shuffling of the feet,
Neatness of person and clothing,
Grimaces of the face while talking,
Biting finger-nails, picking the nose, scratching the head, etc.,
Snuffling, hawking, and spitting,
etc., etc.

As early as possible, teach polite phrases, such as

Good-morning,
Good-bye,
Thank you,
You are welcome,
Please,
Excuse me.

Correct noisy habits, such as stamping on the floor, pounding on the desk. Also noises in the throat and nose.

Teach the children how to greet friends pleasantly. It

is not too early to teach the boys to lift their hats to ladies and to the Superintendent.

As soon as the pupils' command of language justifies it, give them a number of written precepts to learn, such as

Brush your clothes,
Polish your shoes,
Comb your hair,
Clean your finger-nails,
Sit up,
Do not drag your feet,
Do not make faces,
Do not scratch your head,
Do not bite your finger-nails,
etc., etc.

Outline Course in Good Manners for Primary Classes.

Third to Sixth Years.

Lesson I. The Value of Good Manners.
Lesson II. Personal Manners.—Cleanliness of Person and Clothing.
Lesson III. Personal Manners.—Personal Habits.
Lesson IV. " " Clothing.
Lesson V. Good Manners at the Table.—Position. Use of Napkin.
Lesson VI. Good Manners at the Table.—Use of Knife, Fork, Spoon, etc.
Lesson VII. Good Manners at the Table.—How to eat and drink.
Lesson VIII. Good Manners at the Table.—Talk. Miscellaneous suggestions.
Lesson IX. Good Manners in the School-room.
Lesson X. Good Manners on the Playground.
Lesson XI. Good Manners on the Street.

Lesson XII. Good Manners at Church, or at other Public Meetings.
Lesson XIII. Good Manners at Home.
Lesson XIV. Good Manners while Visiting.
Lesson XV. Good Manners at Parties.
Lesson XVI. Good Manners in Talking.
Lesson XVII. Good Manners in Letter-writing.
Lesson XVIII. Good Manners to Older People.
Lesson XIX. General Suggestions.

Outline Course in Good Manners for Advanced Grades.

Sixth to Tenth Years.

Lesson I. The Value of Good Manners.
Lesson II. Good Manners Relating to the Person.—Cleanliness of Person and Clothing.
Lesson III. Good Manners Relating to the Person.—Personal Habits.
Lesson IV. Good Manners Relating to the Person.—Dress.
Lesson V. Good Manners at the Table.—Position. Use of the Napkin.
Lesson VI. Good Manners at the Table.—Use of Knife, Fork, Spoon, etc.
Lesson VII. Good Manners at the Table.—Manner of eating. Manner of receiving and offering service.
Lesson VIII. Good Manners at the Table.—Conversation. Miscellaneous suggestions.
Lesson IX. Good Manners on the Street and in Public Places.
Lesson X. Good Manners in Society.—Introductions. Shaking Hands.
Lesson XI. Good Manners in Society.—Parties, Receptions, etc.

Lesson XII. Good Manners in Society.—Calling.
Lesson XIII. Good Manners while Visiting.
Lesson XIV. Good Manners at Home.
Lesson XV. Good Manners in Conversation.
Lesson XVI. Good Manners in Letter-Writing.—Friendly Letters.
Lesson XVII. Good Manners in Letter-Writing.—Business Letters.
Lesson XVIII. Good Manners in Letter-Writing.—Social Forms.
Lesson XIX. General Suggestions.

Outline Course in Good Morals for Primary Pupils.

First and Second Years.

Make the children as bright as possible, and discourage frowns and peevishness.

Teach attention, respect, and order. Insist on prompt obedience.

Inculcate kindness and gentleness to one another. Discourage selfishness.

Teach the principles of kindness to animals.

When the pupils learn adjectives, make the distinction clear between *good* and *bad*, *kind* and *unkind*, *right* and *wrong*, etc.

Miss no opportunity to show approval of what is right and good, and disapproval of what is wrong and bad.

When an accident occurs that cannot be helped, such as a fall, teach the child to bear it bravely, without crying, if possible.

Teach the principles of honesty in little things.

Encourage truthfulness in every way, and show the utmost disapproval of falsehood.

Teach the rudiments of duties to parents.

As soon as possible, embody the preceding principles in the form of simple written precepts, such as

We must be happy,
We must not be cross,
We must obey our teacher,
We must obey our parents,
We must be kind,
We must not steal,
We must not tell lies,
etc., etc.

Outline Course in Good Morals for Primary Classes.

Third to Sixth Years.

Lesson I. Why We Should be Good.
Lesson II. Honesty.
Lesson III. Truthfulness.
Lesson IV. Kindness and Gentleness to One Another and to Animals.
Lesson V. Good Nature.
Lesson VI. Contentment. Evils of Fault-finding and Grumbling.
Lesson VII. Unselfishness. Generosity.
Lesson VIII. Tale-bearing. Slander.
Lesson IX. Charity.
Lesson X. Courage.
Lesson XI. Faithfulness. Honor.
Lesson XII. Making Amends for Wrong.
Lesson XIII. The Value of a Good Name.
Lesson XIV. Self-Support.
Lesson XV. Self-Control.
Lesson XVI. Temperance, Care of Health, etc.
Lesson XVII. Duties to Parents.
Lesson XVIII. Duties to Law.
Lesson XIX. Duties to Other People.
Lesson XX. Duties to God.

Outline Course in Good Morals for Advanced Grades.

Sixth to Tenth Years.

Lesson I. The Value of Good Morals.
Lesson II. Right and Wrong.
Lesson III. Our Duties to Inferior Animals.
Lesson IV. Our Duties to Ourselves.—Self-Support.
Lesson V. Our Duties to Ourselves.—Self-Defence.
Lesson VI. Our Duties to Ourselves.—Self-Control.
Lesson VII. Our Duties to Ourselves.—Self-Improvement.
Lesson VIII. Duties relating to the Family.—Married Life.
Lesson IX. Duties Relating to the Family.—Duties of Parents to Children.
Lesson X. Duties Relating to the Family.—Duties of Children to Parents.
Lesson XI. Duties Relating to the Family.—Duties of Brothers and Sisters.
Lesson XII. Duties Relating to Our Fellow-Men.—Life.
Lesson XIII. Duties Relating to Our Fellow-Men.—Liberty.
Lesson XIV. Duties Relating to Our Fellow-Men.—Property.
Lesson XV. Duties Relating to Our Fellow-Men.—Reputation.
Lesson XVI. Duties Relating to Our Fellow-Men.—Truthfulness.
Lesson XVII. Duties Relating to the State.—Duties of the Citizen to the State.

Lesson XVIII. Duties Relating to the State.—Duties of the State to the Citizen.
Lesson XIX. Duties Relating to the State.—Duties of One State to Another.
Lesson XX. Duties to God.—Obedience.
Lesson XXI. Duties to God.—Reverence.
Lesson XXII. Duties to God.—Worship.

Below are a few specimen lessons in manners and morals, written for different grades, which may show more clearly the ideas set forth in the preceding outlines:

Lesson III.

Personal Habits.

(Prepared for Fourth-Year Pupils.)

We must try to avoid all impolite habits. A lady-like girl and a gentlemanly boy are very attractive, and everybody will love them.

Boys must never smoke or chew tobacco. This is a very dirty habit.

We should never use violent or impolite signs. We must not make faces, or noises in our throats, while we are signing.

We should always sit up straight, and walk with our shoulders back and our heads up. We must never drag our feet, but lift them from the ground.

It is impolite to scratch the head before people, or to pick our noses with our fingers. We must always have handkerchiefs, and use them. We must not pick our teeth or bite our finger-nails in company.

We must not yawn and stretch ourselves before others.

Never spit on the floor or sidewalk.

People are always watching us, and if we have impolite habits they will notice them. A polite boy or girl will have many friends.

Lesson V.

Good Manners at the Table.

(Prepared for Seventh or Eighth Year Pupils.)

If we wish to be considered ladies and gentlemen, we must be very careful how we behave while at the table. People are quick to notice faults in our manners while we are eating.

Position.

Sit with the body a few inches from the edge of the table. Sit erect. Do not loaf in your chair. Do not stretch your feet out under the table.

Bend slightly forward when you put food into your mouth, so that your mouth will be above your plate.

Do not rest your elbows or hands upon the table. Do not spread your arms out while you are cutting food. Keep your elbows close to your sides.

Use of the Napkin.

The proper place for the napkin is upon the lap, not tucked under the chin. When you use it, do not show the whole of it to everybody at the table. Use only a small part of it. Wipe your mouth before and after drinking.

When you have finished eating, fold your napkin neatly and place it by your plate. But do not do this while others at the table are still eating. If you are eating in a hotel or restaurant, you need not fold your napkin, but may place it loosely by your plate.

If you have to cough or sneeze while at the table, turn your head aside and cover your mouth with your napkin.

Lesson II.

Honesty.

(Prepared for Fourth-Year Pupils.)

God says to us in the Bible, "Thou shalt not steal." We must be honest because we want to obey God and become good men and women.

Perhaps some one thinks that he can steal, and nobody will see him. But God sees him, and his conscience will trouble him, and he will be punished. He will know that he is a thief, and he will feel very much ashamed in his heart.

We must not steal any little thing. We must not take a crayon or a pencil from the school-room, or a little thing from anybody. If we begin to steal little things, by and by we shall become bolder, and begin to steal larger things. Then at last we may be caught and put into prison. Most great thieves began by stealing little things.

A thief can never be honored and successful in life. All good people will despise and shun him.

If you find anything that is not yours, always try to find the owner and give it back to him. It is the same as stealing to keep things that you find, if you do not try to look for the owner.

Lesson III.

Our Duties to Inferior Animals.

(Prepared for Seventh or Eighth Year Pupils.)

Animals are useful to man by furnishing him with food, clothing, and other things, and by helping him work. It is right for us to make use of them in this way. But we have no right to treat them cruelly or give them unnecessary pain.

When we keep domestic animals, such as horses, cattle, dogs, chickens, etc., it is our duty to take good care of them and to treat them well. We must give them plenty to eat and drink, and have a warm place for them during cold weather. They will be more useful to us if we feed them well and treat them well.

It is cruel to leave horses standing in the streets during winter, without blankets on; to make them draw too heavy loads; to check them up too tight; and to cut their tails off short.

We should never kill animals without a good reason. We may kill them if we need them for food, or for some other useful purpose. We may kill them if they attack us, or if they are troublesome and injurious to us or our property.

Hunting and fishing for pleasure are not wicked, if we eat or sell what we kill or catch. But it is cruel and wicked to kill animals just for sport, and leave them.

When we do kill animals, it is our duty to do it as quickly and painlessly as possible.

In the Sermon on the Mount, Jesus said, "Blessed are the merciful; for they shall obtain mercy."

NOTE.—In the preparation of these outlines, material assistance was rendered by Miss Agatha M. Tiegel, in the part relating to primary classes.

JAMES L. SMITH,
Instructor in the Minnesota School, Faribault, Minnesota.

(out of date)

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898-'99.

A.—PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES.

	Name.	Location.	Date of opening.	Chief Executive Officer.
1	American School for the Deaf	Hartford, Conn	1817	Job Williams, M. A., L. H. D., Principal.
2	New York Institution for the Instruction of the Deaf and Dumb	New York, N. Y. (*a*)	1818	Enoch Henry Currier, M. A., do.
3	Pennsylvania Institution for the Deaf and Dumb	Mt. Airy, Philadelphia, Pa	1820	A. L. E. Crouter, M. A., LL. D., Sup't.
4	Kentucky Institution for the Education of Deaf-Mutes	Danville, Boyle Co., Ky	1823	Augustus Rogers, M. A., Sup't.
5	Ohio Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1829	J. W. Jones, M. A., do.
6	Virginia School for the Deaf and the Blind	Staunton, Va	1839	William A. Bowles, do.
7	Indiana Institution for the Education of the Deaf and Dumb	Indianapolis, Ind	1844	Richard Otto Johnson, do.
8	Tennessee Deaf and Dumb School	Knoxville, Tenn	1845	Thomas L. Moses, Principal.
9	North Carolina Institution for Education of the Deaf and Dumb and the Blind	Raleigh, N. C	1845	John E. Ray, M. A., Principal.
10	Illinois Institution for the Education of the Deaf and Dumb	Jacksonville, Ill	1846	Joseph C. Gordon, M. A., Ph. D., Sup't.
11	Georgia School for the Deaf	Cave Spring, Ga	1846	Wesley O. Connor, Principal.
12	South Carolina Inst'n for the Education of the Deaf and the Blind	Cedar Spring, S. C	1849	Newton F. Walker, Superintendent.
13	Missouri School for the Deaf and Dumb	Fulton, Callaway Co., Mo	1851	Noble B. McKee, M. A., do.
14	Louisiana Institution for the Education of the Deaf and Dumb	Baton Rouge, La	1852	John Jastremski, M. D., do.
15	Wisconsin School for the Deaf	Delavan, Walworth Co., Wis	1852	John W. Swiler, M. A., do.
16	Michigan School for the Deaf	Flint, Mich	1854	Francis D. Clarke, M. A., C.E., do.
17	Mississippi Institution for the Education of the Deaf and Dumb	Jackson, Miss	1854	J. R. Dobyns, M. A., do.
18	Iowa School for the Deaf	Council Bluffs, Iowa	1855	Henry W. Rothert, Superintendent.
19	Texas Deaf and Dumb Asylum	Austin, Texas	1857	A. T. Rose, Superintendent.
20	Columbia Institution for the Deaf and Dumb	Kendall Green, Washington, D. C	1857	E. M. Gallaudet, Ph. D., LL. D., Pres't.
	A. Kendall School for the Deaf	do	1857	James Denison, M. A., Principal.
	B. Gallaudet College	do	1864	E. M. Gallaudet, Ph. D., LL. D., Pres't.
21	Alabama Institute for the Deaf	Talladega, Ala	1858	Joseph H. Johnson, M. A., Principal.
22	California Institution for the Deaf and the Blind	Berkeley, Alameda Co., Cal	1860	Warring Wilkinson, M. A., L. H. D., do.
23	Kansas School for the Deaf	Olathe, Kansas	1861	A. A. Stewart, Superintendent.
24	Le Couteulx St. Mary's Inst'n for the Improved Instruction of Deaf-Mutes	Buffalo, N. Y. (125 Edward St.) (*b*)	1861	Sister Mary Anne Burke, Principal.
25	Minnesota School for the Deaf	Faribault, Rice Co., Minn	1863	James N. Tate, M. A., Sup't.
26	New York Institution for the Improved Instruction of Deaf-Mutes	New York, N. Y. (904–922 Lexington Av.)	1867	H. F. Mitchell, Acting Principal.
27	Clarke School for the Deaf	Northampton, Mass	1867	Miss Caroline A. Yale, LL. D., Principal.
28	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	Frank B. Yates, Superintendent.
29	Maryland School for the Deaf and Dumb	Frederick City, Md	1868	Chas. W. Ely, M. A., Principal.

30	Nebraska Institute for the Deaf and Dumb	Omaha, Neb	1869	H. E. Dawes, Principal.
31	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes	Fordham, N. Y., (c)	1869	Adele Perronno, President.
32	West Virginia Schools for the Deaf and the Blind	Romney, Hampshire Co., W. Va	1870	James T. Rucker, Principal.
33	Mystic Oral School for the Deaf	Mystic, Conn	1870	Miss Ella Scott, Principal.
34	Oregon School for Deaf-Mutes	Salem, Oregon	1870	Rev. P. S. Knight, Ph. D., Sup't.
35	Maryland School for the Colored Blind and Deaf	Baltimore, Md. (649 W. Saratoga St.)	1872	{Frederick D. Morrison, M. A., Sup't. {John F. Bledsoe, M. A., Res't Prin.
36	Colorado School for the Deaf and the Blind	Colorado Springs, El Paso Co., Colo	1874	D. C. Dudley, M. A., Sup't.
37	Central New York Institution for Deaf-Mutes	Rome, Oneida Co., N. Y	1875	Edward Beverly Nelson, M.A., Principal.
38	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	Edgewood Park, Allegheny Co., Pa	1876	William N. Burt, M. A., Principal.
39	Western New York Institution for Deaf-Mutes	Rochester, N. Y. (945 N. St. Paul St.)	1876	Z. F. Westervelt, LL. D., Sup't & Prin.
40	Maine School for the Deaf	Portland, Me. (79–85 Spring St.)	1876	Miss Elizabeth R. Taylor, Principal.
41	Rhode Island Institute for the Deaf	Providence, R. I. (184 East Ave.)	1876	Miss Laura DeL. Richards, Principal.
42	New England Industrial School for Deaf-Mutes	Beverly, Mass.	1879	Miss Nellie H. Swett, do.
43	South Dakota School for Deaf-Mutes	Sioux Falls, Minnehaha Co., South Dak.	1880	James Simpson, Superintendent.
44	Pennsylvania Oral School for the Deaf	Scranton, Pa	1883	Miss Mary B. C. Brown, Principal.
45	New Jersey School for Deaf-Mutes	Trenton, N. J	1883	Weston Jenkins, M. A., Principal.
46	Utah State School for the Deaf and Dumb	Ogden, Utah	1884	Frank W. Metcalf, D B., Sup't.
47	Northern New York Institution for Deaf-Mutes	Malone, Franklin Co., N. Y	1884	Edward C. Rider, Principal.
48	Florida Institute for the Deaf and the Blind	St. Augustine, Fla.	1885	Rev. Frederick Pasco, Superintendent.
49	New Mexico School for the Deaf and the Blind	Santa Fé, N. M.	1885	Lars M. Larson, B. A., Superintendent.
50	Washington School for Defective Youth	Vancouver, Wash	1886	James Watson, Director.
51	Deaf, Dumb, and Blind Institute for Colored Youth	Austin, Tex	1887	S. J. Jenkins, Superintendent.
52	Albany Home School for the Oral Instruction of the Deaf	Pine Hills, Albany, N. Y	1889	Miss Mary McGuire, Prin. and Sup't.
53	Deaf and Dumb Asylum (of North Dakota)	Devils Lake, Ramsey Co, North Dak	1890	Dwight F. Bangs, Sup't.
54	Home for the Training in Speech of Deaf Children before they are of School Age	Philadelphia, Pa. (d)	1892	Miss Mary S. Garrett, Principal.
55	Montana Deaf and Dumb Asylum	Boulder, Montana	1893	E. S. Tillinghast, M. A., Sup't.
56	North Carolina School for the Deaf and Dumb	Morganton, Burke Co., N. C	1894	E. McKay Goodwin, M. A., Sup't.
57	Oklahoma Institute for the Deaf and Dumb	Guthrie, Oklahoma	1898	H. C. Beamer, Contractor and Supt.
57	Public Schools (not including Day-Schools).			
29	Public Day-Schools. (See page 60.)			
15	Denominational and Private Schools. (See page 63.)			
101	Schools in the United States.			

(a) Washington Heights, 163d Street and Eleventh Ave. (b) There is a branch school at the corner of Main Street and Forest Ave. (c) This Institution has three branches; one situated at Westchester, another at Fordham (772 East 188th Street), and another at Brooklyn (113 Buffalo Ave.). (d) Belmont Ave., cor. Monument Ave.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898-'99—Continued.

PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES—Continued.

	Name.	Methods of Instruction.*	Industries Taught.‡‡	NO. OF PUPILS.								PRESENT NUMBER OF INSTRUCTORS.					
				Within the year 1898.**	PRESENT NOVEMBER 10, 1898.												
					Total.	Male.	Female.	Taught Speech.†			Total have received instr'n.	Total.††	Male.††	Female.††	Deaf.	Articul'n.‡	Industrial.
								A.†	B.†	C.†							
1	American School	Combined	Cab., Dra., Dr., Se., Sh	190	162	94	68	118	12	.....	2,704	24	9	15	4	5	4
2	New York Institution	Combined	Art., Bak., Cab., Car., Ch., Dr., Ga., Gl., Hor., Pa., Pr., Ta., Ty., Wc.	454	403	267	136	403	105	13	3,732	43	16	27	7	24	14
3	Pennsylvania....do.. {Oral Dep't.. / Manual do	Oral / Man. Alph.	Bk., Car., Ck., Dr., Gl., Ir., Kn., Pa., Pl., Pr., Sh., Sl., St., Ta.	486 / 88	440 / 66	240 / 44	200 / 22	440 /	440 /	.. / 15	2,823	64 / 22	16 / 11	48 / 11	2 / 3	62 /	15
4	Kentucky Institution	Combined	Car., Ga., Pr., Se., Sh.	397	341	179	162	169	154	15	1,454	31	15	16	8	9	5
5	Ohio Institution	Combined	Bo., Car., Dr., Pr., Sh., Ta.	537	470	253	217	192	162	15	2,941	39	10	29	11	13	5
6	Virginia Institution	Combined	Bar., Car., Pr., Sh., Ta	142	135	76	59	18	13	.....	802	16	10	6	5	2	6
7	Indiana Institution	Combined	Bak., Cab., Car., Cl., Dr., Fa., Fl., Pa., Pr., Se., Sh., Wc., Wt.	369	323	188	135	108	108	.....	2,156	33	15	18	8	10	5
8	Tennessee School	Combined	Car., Pr., Sh.	271	223	133	90	73	29	10	971	14	7	7	3	3	2
9	North Carolina Institution	Combined	Ga., Se., Sh.	99	90	50	40	12	12	.....	1,210	9	4	5	3	1	3
10	Illinois Institution {Oral Dep't.. / Manual do.	Oral / Man. Alph.	Art, Bak., Cab., Car., Dr., Ga., Gl., Pa., Ph., Pr., Sh., Wc., Wt.	612	243 / ..... / 273	150 / ..... / 156	93 / ..... / 117	243 / ..... / 175	243 / ..... /	... / ... / ...	2,806	17 / 51 / 18	1 / 19 / 7	16 / 32 / 11	..... / 19 /	17 / 25 / 8	..... / ..... / .....
11	Georgia School	Combined	Bl., Car., Cl., Dra., Ga., Pa., Sh., Wc	183	150	83	67	44	44	.....	666	15	8	7	4	3	3
12	South Carolina Institution	Combined	Pa., Pr., Se., Sh., Wc.	128	102	56	46	34	34	.....	394	11	4	7	4	3	4
13	Missouri School	Combined	Ba., Cab., Car., Dr., Ga., Pr., Se., Sh., Ta., Wc., Wt.	401	348	202	146	66	66	.....	1,513	34	14	20	8	7	7
14	Louisiana School	Combined	Car., Pr., Se., Sh.	108	96	45	51	23	23	.....	.....	11	6	5	5	3	4
15	Wisconsin School	Combined	Bak., Cab., Ck., Dr., Man., Pr., Sh.	224	196	104	92	107	107	.....	1,136	23	12	11	4	10	5
16	Michigan School	Combined	Cab., Car., Dr., Pe., Pr., Sh., Ta.	463	413	220	193	196	111	.....	1,480	41	11	30	10	13	8
17	Mississippi Institution	Combined	Cab., Car., Pr.	96	.....	.....	.....	.....	.....	.....	500	13	7	6	3	3	4
18	Iowa School	Combined	Bak., Br., Car., Ck., Dr., Pr., Sh., Ta.	349	276	159	117	55	55	.....	.....	25	13	12	7	4	6
19	Texas Asylum (*a*)	Combined	Art, Bo., Car., Pr., Se., Sh., Ta.	298	256	143	113	74	64	10	733	26	11	15	4	6	6
20	Columbia Inst.. {Kendall School / Gallaudet Col..	Combined / Combined	Cab., Dr., Se. / None	63 / 129	53 / 103	32 / 64	21 / 39	37 / 73	..... /	1 /	439 / 544	10 / 21	5 / 14	5 / 7	5 / 3	2 / 10	3 / .....
21	Alabama Institute	Combined	Bl., Cab., Pr., Sh.	160	132	75	57	84	12	.....	300	15	8	7	2	7	4
22	California Institution	Combined	Pr., Wood-working	181	162	91	71	85	.....	1	548	17	10	7	3	2	3
23	Kansas Institution	Combined	Ba., Cab., Car., Ck., Ga., Gl., Pr., Se., Sh., Wc., Wt	305	262	125	137	40	63	.....	925	25	10	15	7	5	6
24	Le Couteulx St. Mary's Inst	Combined	Ck., Dr., Pr., Sh., Ta., Wc.	175	159	81	78	150	9	4	677	20	2	18	3	12	6
25	Minnesota School	Combined	Cab., Car., Dr., Pr., Sh.	277	229	135	94	90	56	.....	822	23	9	14	5	6	5

26	N. Y. Institut'n for Imp'v'd Ins'n	Oral	Dr., Pa., use of tools	205	193	105	88	193	193	.....	678	28	9	19	1	21	7
27	Clarke School	Oral	Cab., Se., Sl., Wc	184	156	87	69	156	156	.....	508	23	1	22	1	18	4
28	Arkansas Institute	Combined	Art, Bk, Cal., Car., Ce., Cg, Ga, Ha., Pa., Pap., Pl., Pr., Sh., Ta., Wc.	276	224	125	99	42	37	5	616	25	11	14	12	3	9
29	Maryland School	Combined	Cab., Car., Ch., Dr., Em., Gl., Pa., Pr., Sh., Wc., Wt.	109	92	54	38	62	28	.....	470	16	6	10	4	4	5
30	Nebraska Institute	Combined	Art, Dr., Man., Pr., Sc., Sh., Ty	163	155	95	60	96	.....	.....	518	18	8	10	4	6	5
31	St. Joseph's Institute (N. Y.)	Combined	Art., Ba., Car., Ck., Dr., Fa., Fan., Ga., Ho., Pr., Sh., Se., Sl., Ta., Wc., Wt., Ww.	399	363	192	171	346	330	16	1,048	42	8	34	2	30	12
32	West Virginia School	Combined	Cab., Car., Pr., Sh., Ta	145	145	73	72	19	.....	.....	600	14	10	4	3	1	5
33	Mystic Oral School	Oral	Art, Em., Fa., Ho., Se., Wc	34	34	12	22	34	34	.....	124	8	.....	8	1	8	2
34	Oregon School	Manual	Br., Pr.	66	53	30	23	.....	.....	.....	190	5	3	2	2	.....	.....
35	Md. School for Colored	Combined	Ch., Ck., Dr., Fan., Se., Sh	33	31	19	12	20	10	....	120	6	4	2	1	2	3
36	Colorado School	Combined	Art, Bak., Car., Ck., Dr., Pr., Se., Sh	89	74	37	37	38	33	2	254	14	8	6	5	4	5
37	Central N. Y. Institution	Combined	Car., Dr., Gl., Pr., Sc., Sh., Wc	150	139	73	66	60	.....	.....	427	18	10	8	1	4	6
38	Western Penna. Institution	Combined	Cab., Car., Dr., Pr., Sh	243	194	98	96	69	.....	.....	596	24	10	14	3	7	6
39	Western New York Inst'n	Man. Alph.	Cab., Car., Ck., Dr., Em., Ga., Pa., Pr.	187	173	96	77	173	.....	.....	522	23	5	18	3	5	10
40	Maine School	Combined	Car., Ck., Dr., Sh	82	73	42	31	66	.....	.....	167	10	.....	10	.....	8	2
41	Rhode Island Institute (*a*)	Oral	Pr., Se, Sl	62	58	34	24	58	58	.....	134	12	2	10	.....	8	3
42	N. E. Industrial School	Combined	None	31	25	14	11	19	.....	.....	75	3	.....	3	1	1	.....
43	South Dakota School	Combined	Car., Fa., Pr.	62	51	27	24	22	.....	.....	157	7	3	4	5	1	4
44	Pennsylvania Oral School	Oral	Dr., Ho., Se., Sh., Ven., Wt	86	80	34	46	80	80	.....	143	12	1	11	.....	9	3
45	New Jersey School	Combined	Car., Cp., Dr., Em., Mi., Pr., Sh., Wc	163	132	76	56	82	64	.....	388	16	4	12	3	7	5
46	Utah School	Combined	Cab., Car., Fa., Gl., Ho., Pa., Pr., Se., Sh	80	73	48	25	43	24	.....	148	13	6	7	2	3	5
47	Northern New York Institution	Combined	Cab., Car., Dr., Pr., Sh., Ta	88	84	49	35	56	6	15	151	15	3	12	.....	9	4
48	Florida Institute	Combined	Car., Ph., Pr.	62	48	26	22	30	.....	.....	150	8	4	4	1	1	2
49	New Mexico School	Manual	None	15	12	7	5	.....	.....	.....	30	1	1	.....	1	.....	.....
50	Washington State School	Manual	Dr., Pr., Sh	75	65	33	32	.....	.....	.....	147	6	4	2	.....	.....	3
51	Texas Institute for Colored	Manual	Dr., Sh	42	37	23	14	.....	.....	.....	95	5	2	3	2	.....	2
52	Albany Home School	Oral	Cl., Se	18	18	11	7	18	18	.....	24	5	.....	5	.....	4	1
53	North Dakota School	Combined	Bo., Pr	62	49	17	32	31	6	1	91	6	3	3	2	1	2
54	Home for Training in Speech	Oral	Ho., Man., Se	52	50	29	21	50	50	.....	67	8	1	7	.....	5	1
55	Montana School	Combined	Fan., Man., Se	27	23	13	10	7	7	.....	31	3	2	1	1	1	1
56	North Carolina School	Combined	Br., Car., Fa., Ga., Ma., Pr., Sh.	225	194	100	94	66	66	.....	278	21	9	12	5	8	3
57	Oklahoma Institute	Manual	None	24	24	12	12	.....	.....	.....	24	2	1	1	.....	.....	.....
57	Public Schools			10,726	9,228	5,136	4,092	5,045	3,122	108	41,247	1093	415	678	216	429	261
29	Public Day-Schools (*b*)			616	511	275	236	482	401	2	1,335	91	6	85	5	58	26
15	Denom'l and Private Schools (*c*)			495	400	201	199	290	149	6	1,470	69	15	54	2	43	17
01	Schools in the United States			11,837	10,139	5,612	4,527	5,817	3,672	116	44,052	1253	436	817	223	530	304

* See page 68. ‡‡ See page 69. ** Including those who have left school during the year. † A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method. †† Including the superintendent or principal and the teachers of industries. (In the Pennsylvania Institution are also included two teachers of drawing and one of physical culture who, like the teachers of industries, teach in both the oral and manual departments; the total number of teachers is 72. In the Illinois Institution also certain teachers teach in both departments; the total number of teachers is 51.) ‡ Including those who teach speech and those who teach by speech, but not the teachers of industries. (*a*) For 1897–'98. (*b*) See page 61. (*c*) See page 64.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898-'99—Continued.

PUBLIC SCHOOLS (NOT INCLUDING DAY-SCHOOLS) IN THE UNITED STATES—Continued.

	Name.	Vacation.	How Supported.	Value of buildings and grounds.	Expenditure last fiscal year.		No. vols. in library.
					For suppo't.	For build'gs and gro'ds.	
1	American Asylum	Last Wed. in June to second Wed. in Sept	Endowment and N. E. States	$250,000			2,000
2	New York Institution	Second Tuesday in June to second Wed. in Sept	State, counties, and pay pupils	526,000	$119,372	$13,264	7,391
3	Pennsylvania do	Last Wed. in June to second Wed. in Sept	State endowment, and pay pupils	1,000,000	146,901	4,000	6,500
4	Kentucky do	Second Wed. in June to second Wednesday in Sept	State	143,500	58,031	3,500	2,200
5	Ohio do	Second Wed. in June to second Wed. in Sept	do	750,000	93,167		3,000
6	Virginia do*	Second Wed. in June to first Wed. in Sept	do	150,000	28,000	9,085	300
7	Indiana do	Second week in June to fourth week in Sept	do	530,460	61,698	2,622	3,209
8	Tennessee School	Second Wed. in June to second Fri. in Sept	do	150,000	30,611	3,589	900
9	North Carolina Institution*	Second Wed. in June to second Wed. in Sept	do	55,000	14,000	18,000	1,000
10	Illinois Institution	Second Wed. in June to third Wed. in Sept	do	500,000	91,039		14,175
11	Georgia School*	Third Wed. in June to second Wed. in Sept	do	85,000	24,963		1,200
12	South Carolina Institution*	Last Wed. in June to first Wed. in Oct	State and pay pupils	58,000	18,570	2,558	900
13	Missouri School	Second Wed. in June to second Wed. in Sept	State	312,000	63,450	7,000	2,425
14	Louisiana do	June 1 to Oct. 1	do	300,000	18,000	1,000	400
15	Wisconsin School	Second Wed. in June to first Wed. in Sept	do	125,000	45,334		2,400
16	Michigan do	Thurs. after June 7 to third Wed. in Sept	do	435,305	57,550	7,500	3,509
17	Mississippi Institution	Third Wed. in June to first Mon. in Oct	do	90,000	16,576		600
18	Iowa School	June 30 to Oct. 1	do	400,000	65,100	10,000	2,800
19	Texas Asylum†	1st Wed. in June to 1st Wed. in Sept	do	225,000	43,114		900
20	Columbia Institution	Wed. before last Wed. June to Thurs. before last Thurs. Sept.	United States and pay pupils	700,000	70,049	3,000	4,400
21	Alabama do	June 10 to Sept. 10	State	100,000	31,407		
22	California do*	Second Wed. in June to fourth Wed. in August	do	550,000	57,801		2,500
23	Kansas do	Second Wed. in June to second Wed. in Sept	do	233,000	35,237	27,000	2,150
24	Le Couteulx St. Mary's Inst	Wed. before last week in June to first Mon. in Sept	State, counties, and pay pupils	234,000	32,117	45,318	744
25	Minnesota School	First Wed. in June to second Wed. in Sept	State	276,000	45,657	5,000	1,765
26	N. Y. Inst. for Imp'v'd Ins'n	Third Wed. in June to first Wed. in Sept	State, counties, and pay pupils	198,716	55,909	9,386	820
27	Clarke School	Forty weeks after third Mon. in Sept. to third Mon. in Sept	Endowment, N. E. States, and pay pupils	150,000	47,253	6,498	2,312

28	Arkansas Institute	Second Wed. in June to first Wed. in Oct.	State	100,000	41,000	1,500	800
29	Maryland School	Third Wed. in June to second Wed. in Sept	...do	255,000	22,232	1,135	2,958
30	Nebraska Institute	Middle of June to middle of Sept	...do	120,000	26,100		1,300
31	St. Joseph's Institute (N. Y.)	Last Fri. in June to second Mon. in Sept	State, counties, and pay pupils	512,238	85,578	16,992	1,900
32	West Virginia School*	Forty weeks after second Wed. in Sept. to second Wed. in Sept.	State	90,000	34,800		1,000
33	Mystic Oral School	Twelve weeks	State and tuition fees	8,500	5,500	300	248
34	Oregon School	May 1 to first Wed. in Sept.	State and tuition fees	30,000	12,411		200
35	Md. School for Colored*	June 25 to Sept. 10	State	35,000	9,944		160
36	Colorado Institute	First Wed. in June to first Wed. in Sept	...do	223,000	22,688		650
37	Central N. Y. Institution	Second week in June to third Wed. in Sept.	State and counties	130,000	38,334		600
38	Western Penn'a Institution	Last Wed. in June to first Wed. in Sept	State and voluntary contributions	257,117	47,462		3,043
39	Western New York Institution	Forty-two w'ks after first Mon. in Sept. to first Mon. in Sept.	State, counties, and pay pupils	135,000	50,766	903	7,000
40	Maine School	Middle of June to second Mon. in Sept.	State	30,000	14,000		600
41	Rhode Island Institute†	Third Fri. in June to second Mon. in Sept.	...do	61,000	15,000		142
42	N. E. Industrial School	Third Wed. in June to second Tues. in Sept	Voluntary contributions and State	15,000	4,000	300	
43	South Dakota School	Second Wed. in June to second Wed. in Sept	State	81,675	12,825	75	180
44	Penna. Oral School	June 20 to Sept. 1	...do	155,500	17,854		80
45	New Jersey School	June 16 to Sept. 10	...do	150,000			2,000
46	Utah School*	Second Wed. in June to second Wed. in Sept	State and pay pupils	200,000	25,967		100
47	Northern N. Y. Institution	Second Wed. in June to second Wed. in Sept	State and counties	86,935	24,751	8,168	538
48	Florida Institute*	Second Mon. in June to Sept. 15	State	15,000	9,014	200	200
49	New Mexico School*	Last week in June to first week in Oct.	Territory				280
50	Washington State School*	Thurs. after last Wed. in May to last Wed. in Aug.	State	100,000			
51	Texas Institute for Colored*	June 15 to Sept. 15	...do	35,000	8,000	12,000	50
52	Albany Home School	Third Wed. in June to second Wed. in Sept	State, counties, and pay pupils	10,000	3,818		
53	North Dakota School	Second Wed. in June to second Wed. in Sept	State	23,000	10,730	856	400
54	Home for Training in Speech	None.	State and pay pupils	60,000	14,817	3,315	200
55	Montana School*	Second Wed. in June to second Wed. in Sept	State	51,000	9,500	19,000	75
56	North Carolina School	Second Wed. in June to second Wed. in Sept.	...do	175,000	35,000	20,000	1,300
57	Oklahoma Institute	July and August	Territory				
57	Public Schools.						
29	Public Day-Sch'ls. (See page 62.)						
15	Denominational and Private Schools. (See page 65.)						
101	Schools in the United States.						

* Contains a department for the blind also, the expenses of which are included in the statement of expenditures.

† For 1897–'98.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898-'99—Continued.

B.—PUBLIC DAY-SCHOOLS IN THE UNITED STATES.

	Name.	Location.		Date of opening	Chief Executive Officer.
1	Horace Mann School for the Deaf	Boston, Mass. (178 Newbury St.)		1869	Miss Sarah Fuller, Principal.
2	Wicker Park Public Day-School for the Deaf	Chicago, Ill.	Evergr'n Av. near Robey St.	(a)	Miss Mary McCowen, Sup'g Principal.
3	Hartigan Public Day-School for the Deaf		Armour Ave. near Root St.	1879	
4	Prescott Public Day-School for the Deaf		Cor. Wrightw'd & Ash'd Avs	1879	
5	Monroe Street Public Day-School for the Deaf		157 Monroe St.		
6	Yale Public Day-School for the Deaf		Cor. 70th St and Yale Ave.		
7	Lyman Trumbull Public Day-School for the Deaf		Cor. Sedg'k & Division Sts.	1897	
8	Kozminski Public Day-School for the Deaf		Cor. 54th St. & Ingleside Av.	1897	
9	Seward Public Day-School for the Deaf		4635 Ashland Ave	1897	
10	Darwin Public Day-School for the Deaf		Hum. Blvd. & Armitage Av	1898	
11	Burr Public Day-School for the Deaf		Ashl'd Av. near North Av.	1898	
12	Froebel Public Day-School for the Deaf		23d St. near Robey St.	1898	
13	Cincinnati Public School for the Deaf	Cincinnati, Ohio, (b)		1875	Miss Caroline Fesenbeck, Principal.
14	St. Louis Day-School for the Deaf	St. Louis, Mo. (c)		1878	Jas. H. Cloud, M. A., Principal.
15	Milwaukee Public Day-School for the Deaf	Milwaukee, Wis. (d)		1883	Miss Frances Wettstein, Principal.
16	Cincinnati Oral School for the Deaf	Cincinnati, Ohio (b)		1886	Miss Virginia A. Osborn, Principal.
17	Evansville Day-School for the Deaf	Evansville, Ind. (Cor. 7th and Vine Sts.)		1886	Paul Lange, M. A., Principal.
18	Wausau Day-School for the Deaf	Wausau, Wis.		1890	Miss Margaret Hurley, Principal.
19	Cleveland Day-School for the Deaf	Cleveland, Ohio (f)		1892	Miss Katherine King, Principal.
20	Manitowoc Day-School for the Deaf	Manitowoc, Wis.		1893	Miss Ada S. Locke, Principal.
21	Sheboygan Day-School for the Deaf	Sheboygan, Wis		1894	Miss Ray Kribs, Principal.
22	Detroit Day-School for the Deaf	Detroit, Mich. (g)		1894	Miss M. Lizzie Donohoe, Principal.
23	Eau Claire Day-School for the Deaf	Eau Claire, Wis		1895	Miss Jennie C. Smith, Principal.
24	Fond du Lac School for the Deaf	Fond du Lac, Wis		1895	Miss Anna Sullivan, Principal.
25	Marinette School for the Deaf	Marinette, Wis. (1532 Main St.)		1895	Miss Frances O. Ellis, Principal.
26	Oshkosh School for the Deaf	Oshkosh, Wis.		1895	Miss Katharine Grimes, Principal.
27	La Salle Day-School for the Deaf	La Salle, Ill.		1898	Miss Edith E. Brown, Principal.
28	Los Angeles Oral School for the Deaf	Los Angeles, Cal		1898	
29	Lorain County Oral Deaf School	Elyria, Lorain Co., Ohio		1898	Miss Emma L. Carrigan, Teacher.
29	Public Day-Schools in the United States.				

(a) The first Public Day-School for the Deaf in Chicago was opened in 1875 in a rented building on Van Buren Street. (b) Court Street, west of John Street.
(c) Cor. Ninth and Wash Streets. (d) Cor. Seventh and Prairie Streets. (f) Cor. Rockwell and Bond Streets. (g) Corner Twelfth and Calumet Streets.

	Name.	Methods of Instruction.*	Industries Taught.‡‡	NUMBER OF PUPILS.								PRESENT NUMBER OF INSTRUCTORS.					
				Within the year 1898.**	PRESENT NOV. 10, 1898.						Total have received instruction.						
					Total.	Male.	Female.	Taught Speech.†				Total.††	Male.††	Female.††	Deaf.	Articulation.‡	Industrial.
								A.†	B.†	C.†							
1	Horace Mann School	Oral	Art, Ck., Cl., Se., Sl., and use of tools.	137	116	57	59	116	116	.....	462	16	1	15	...	12	3
2	Wicker Park School	Combined	Drawing and construction work	15	8	6	2	8	.....	.....	.....	3	.....	3	1	1	2
3	Hartigan School	Combined	Drawing and construction work	13	8	7	1	8	.....	.....	.....	2	.....	2	...	1	1
4	Prescott School	Combined	Drawing and construction work	13	8	4	4	8	.....	.....	.....	2	.....	2	...	1	1
5	Monroe St. School	Combined	Drawing and construction work	33	19	9	10	19	.....	.....	.....	5	2	3	1	2	3
6	Yale School	Oral	Drawing and construction work	55	41	18	23	41	41	.....	59	9	.....	9	...	4	4
7	Lyman Trumbull School	Oral	Drawing and construction work	21	18	9	9	18	18	.....	21	4	.....	4	...	2	2
8	Kozminski School	Oral	Drawing and construction work	13	10	7	3	10	10	.....	13	2	.....	2	...	1	1
9	Seward School	Oral	Drawing and construction work	9	8	3	5	8	8	.....	9	2	.....	2	...	1	1
10	Darwin School	Oral	Drawing and construction work	10	10	6	4	10	10	.....	10	2	.....	2	...	1	1
11	Burr School	Oral	Drawing and construction work	6	6	5	1	6	6	.....	6	2	.....	2	...	1	1
12	Froebel School	Oral	Drawing and construction work	6	6	5	1	6	6	.....	6	2	.....	2	...	1	1
13	Cincinnati Public School	Manual	Sewing	10	8	4	4	.....	.....	.....	125	1	.....	1	1	.....	...
14	St. Louis School	Combined	None	53	37	23	14	31	.....	.....	224	4	1	3	2	1	...
15	Milwaukee School	Oral	Art., Car., Ck., Pr., Se., Sl., Wc	56	50	23	27	50	50	.....	148	10	.....	10	...	9	1
16	Cincinnati Oral School	Oral	Se	32	32	19	13	32	32	.....	76	5	.....	5	...	5	...
17	Evansville School	Combined	None	16	14	6	8	2	.....	.....	50	1	1	.....	...	.....	...
18	Wausau School	Oral	None	10	8	5	3	8	8	.....	19	1	.....	1	...	1	...
19	Cleveland School	Combined	None	43	43	22	21	40	37	.....	.....	4	.....	4	...	4	...
20	Manitowoc School	Oral	None	8	5	3	2	5	5	.....	14	1	.....	1	...	1	...
21	Sheboygan School	Oral	None	6	6	5	1	6	6	.....	8	1	.....	1	...	1	...
22	Detroit School	Oral	None	9	9	5	4	9	8	1	26	1	.....	1	...	1	...
23	Eau Claire School	Oral	Ck., Pa	7	7	2	5	7	7	.....	11	3	.....	3	...	1	2
24	Fond du Lac School	Oral	Man	6	6	3	3	6	6	.....	10	1	.....	1	...	1.	...
25	Marinette School	Oral	None	7	6	3	3	6	5	1	10	1	.....	1	...	1	...
26	Oshkosh School	Oral	Ck., Man., Se., Sl	10	10	6	4	10	10	.....	16	4	1	3	...	2	2
27	La Salle School	Oral	None	5	5	4	1	5	5	.....	5	1	.....	1	...	1	...
28	Los Angeles School	Oral		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
29	Lorain County School	Oral	None	7	7	6	1	7	7	.....	7	1	.....	1	...	1	...
29	Public Day-Schools			616	511	275	236	482	401	2	1,335	91	6	85	5	58	26

* See page 68. ‡‡ See page 69. ** Including the pupils who have left during the year. (In the Chicago schools 22 pupils are counted twice, having been enrolled in more than one school within the year.) †A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method. †† Including the principal, and the teachers of industries. ‡ Including those who teach speech and those who teach by speech, but not the teachers of industries.

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898–'99—Continued.

PUBLIC DAY-SCHOOLS IN THE UNITED STATES—Continued.

	Name.	Vacation.	How Supported.
1	Horace Mann School	Last Tuesday in June to first Wed. in Sept	State and City.
2			
3			
4			
5			
6			
7	Chicago Public Schools	July and August	State Common School Fund.
8			
9			
10			
11			
12			
13	Cincinnati Public School	June 23 to second Mon. in Sept	City.
14	St. Louis Day-School	Second Friday in June to first Mon. in Sept	City.
15	Milwaukee Day-School	Last Fri. in June to first Mon. in Sept	State and City and County.
16	Cincinnati Oral School	June 20 to Sept. 8	State and City.
17	Evansville School	First Thurs. in June to first Mon. in Sept	City.
18	Wausau Oral School	June 18 to Sept. 8	State and City.
19	Cleveland School	June 15 to Sept. 15	City.
20	Manitowoc School	Last of June to first of Sept	State and City.
21	Sheboygan School		State and City.
22	Detroit Day-School	Twelve weeks	City.
23	Eau Claire School	Sixteen weeks	State and City.
24	Fond du Lac School	June 1 to Sept. 9	State and City
25	Marinette School	Last of June to first of Sept	State and City.
26	Oshkosh School	June 25 to Sept. 6	State and City.
27	La Salle School	Last of June to first of September	State and City.
28	Los Angeles School		City and private subscription.
29	Lorain County School		State and County.
29	Public Day-Schools in the United States.		

C.—Denominational and Private Schools in the United States.

	Name.	Location.	Date of opening.	Chief Executive Officer.
1	German Evangelical Lutheran Deaf and Dumb School	North Detroit, Wayne Co., Mich.	1873	D. H. Uhlig, Director.
2	St. John's Catholic Deaf-Mute Institute	St. Francis, Wis.	1876	Rev. M. M. Gerend, President.
3	F. Knapp's Institute	Baltimore, Md. (851 & 853 Hollins St.)	1877	Wm. A. Knapp, Principal.
4	The McCowen Oral School for Young Deaf Children	Chicago, Ill. (6550 Yale Ave.)	1883	Miss Cornelia D. Bingham, Head Teacher.
5	Ephpheta School for the Deaf	Chicago, Ill. (409 S. May St.)	1884	Miss Margaret Cosgrove, Superintend't.
6	Mariæ Consilia School for the Deaf	St. Louis, Mo. (1849 Cass Ave.)	1885	Sister M. Adele, Principal.
7	Sarah Fuller Home for Little Children Who Cannot Hear	West Medford, Mass. (93 Woburn St.)	1888	Miss Eliza L. Clark, Principal & Matron.
8	Notre Dame School for the Deaf	Cincinnati, O. (East Sixth St.)	1890	Sister Mary of the S. Heart, Prin.
9	Charitable Deaf-Mute Institution of the Holy Rosary	Chinchuba, St. Tammany Parish, La.	1890	Very Rev. Canon H. C. Mignot, Pres.
10	St. Joseph's Deaf-Mute Institute for Boys	Longwood Place, South St. Louis, Mo.	1893	Rev. Mother Agatha, Principal.
11	Wright-Humason School	New York, N. Y. (42 West 76th St.)	1894	{Thos. A. Humason, M. A., Ph.D. John Dutton Wright, M. A.} Prin's
12	St. Joseph's School and Home for Deaf-Mutes	North Temescal, Cal	1895	Sister M. Valeria, Principal.
13	Oakland Oral Kindergarten Home for the Deaf	Oakland, Cal. (San Pablo Av. & 43d St.)	1898	Miss Charlotte Louise Morgan, Director.
14	San Francisco School for the Deaf	San Francisco, Cal. (522 Oak St.)	1898	A. N. Holden, Principal.
15	Western Oklahoma School for the Deaf	Byron, Woods Co., O. T.	1898	Ellsworth Long, B. S., Principal.
15	Denominational and Private Schools in the United States.			

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898-'99—Continued.

DENOMINATIONAL AND PRIVATE SCHOOLS IN THE UNITED STATES—Continued.

	Name.	Methods of Instruction.*	Industries Taught.‡‡	NUMBER OF PUPILS.								PRESENT NUMBER OF INSTRUCTORS.					
				Within the year 1898.**	PRESENT NOV. 15, 1898.						Total have received instruction						
					Total.	Male.	Female.	Taught Speech.†				Total.††	Male.††	Female.††	Deaf.	Articulation.‡	Industrial.
								A.†	B.†	C.†							
1	German Lutheran Institute	Combined	None	50	43	20	23	41	..	.....	235	4	3	1	1	3	...
2	St. John's Catholic Institute	Combined	Car., Pa., Wc	58	58	40	18	45	45	2	291	7	4	3	...	2	3
3	Mr. Knapp's Institute (*a*) (*b*)	Oral	None	26	26	16	10	26	26	.....	.....	3	1	2	...	3	...
4	McCowen Oral School	Oral	Dra., Ho., Se., Sl	29	23	15	8	23	23	.....	.....	5	.....	5	...	3	2
5	Ephpheta School	Combined	Cl., Se., Wc	116	68	27	41	61	4	.....	258	7	.....	7	...	6	1
6	Mariæ Consilia School	Combined	Dr., Pr	38	37	2	35	12	5	2	400	6	.....	6	...	3	3
7	Sarah Fuller Home	Oral	None	16	10	7	3	10	10	.....	51	4	.....	4	...	4	...
8	Notre Dame School	Combined	Se	15	13	8	5	10	3	2	31	3	.....	3	...	2	1
9	Institution of the Holy Rosary (*b*)	Combined	Dr., Se	56	52	35	17	28	3	.....	86	8	2	6	...	2	4
10	St. Joseph's Institute (Mo.)	Combined	Fa	17	14	14	.....	8	4	.....	38	4	.....	4	...	2	1
11	Wright-Humason School	Oral	None	31	19	7	12	19	19	.....	36	9	3	6	...	9	...
12	St. Joseph's Institute (Cal.)	Manual	Art, Dr., Em	26	26	6	20	.....	.....	.....	27	4	.....	4	...	1	1
13	Oakland Kindergarten Home	Oral	Bas., Ga., Ho, Sl	6	2	2	.....	2	2	.....	6	2	.....	2	...	1	1
14	San Francisco School	Oral	Ck., Se., Ww	7	5	2	3	5	5	.....	7	2	1	1	...	2	...
15	Western Oklahoma School (*a*)	Manual		4	4	.....	4	.....	.....	.....	4	1	1	.....	1	.....	...
15	Denom. and Private Schools			495	400	201	199	290	149	6	1,470	69	15	54	2	43	17

* See page 68. ‡‡ See page 69. ** Including the pupils who have left during the year.
† A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method.
†† Including the principal and the teachers of industries.
‡ Including those who teach speech and those who teach by speech, but not the teachers of industries. of only the deaf pupils and their instructors are here given.
(*a*) This school also admits hearing pupils, but the statistics
(*b*) For 1897-'98.

	Name.	Vacation.	How Supported.
1	German Evangelical Lutheran Institute	July 15th to September 1st	Tuition fees and Lutheran Congregations.
2	St. John's Catholic Institute	End of June to first week in Sept	Voluntary contributions and tuition fees.
3	Mr. Knapp's Institute		Tuition fees and State appropriations.
4	McCowen Oral School	None	Tuition fees and voluntary contributions.
5	Ephpheta School	Last Friday in June to first Monday in Sept	Tuition fees and voluntary subscriptions
6	Mariæ Consilia School	Last week of June to first week of Sept	Tuition fees and voluntary contributions.
7	Sarah Fuller Home	August	Private subscription.
8	Notre Dame School	15th of June to first week in September.	
9	Institution of the Holy Rosary	June 1 to September 1	Voluntary contributions and tuition fees.
10	St. Joseph's Institute (Mo.)	June 30 to Sept. 1	Voluntary contributions and tuition fees.
11	Wright-Humason School	June 7 to Oct. 1	Tuition fees.
12	St. Joseph's Institute (Cal.)	Two months	Industry of sisters and tuition fees.
13	Oakland Kindergarten Home	July and August	Tuition fees.
14	San Francisco School	July 2 to Sept. 1	Private.
15	Western Oklahoma School		Private subscription
15	Denominational and Private Schools.		

TABULAR STATEMENT OF AMERICAN SCHOOLS FOR THE DEAF, 1898-'99—Continued.

C.—Schools in Canada.

	Name.	Location.	Date of opening.	Chief Executive Officer.
1	Catholic Male Deaf-Mute Institution for the Province of Quebec	Mile-End, near Montreal, P. Q.	1848	Rev. Alf. Bélanger, C. S. V., Director.
2	Catholic Female Deaf and Dumb Institute	Montreal, P.Q. (546 Berri St.)	1851	Rev. Sister Philip de Jesus, Superioress.
3	Halifax Institution for the Deaf and Dumb	Halifax, N. S.	1857	James Fearon, Principal.
4	Ontario Institution for the Deaf and Dumb	Belleville, Ontario	1870	Robert Mathison, M. A., Superintendent.
5	Mackay Institution for Protestant Deaf-Mutes and the Blind	Montreal, P. Q. (*a*)	1870	Mrs. H. E. Ashcroft, Superintendent.
6	Fredericton Institution for the Education of the Deaf and Dumb	Fredericton, N. B.	1882	Albert F. Woodbridge, Principal.
7	Manitoba Deaf and Dumb Institution	Winnipeg, Manitoba	1888	D. W. McDermid, Principal.
7	Schools in Canada.			

	Name.	Methods of Instruction.*	Industries Taught.‡‡	Number of Pupils. Within the year 1898.**	Number of Pupils. Present Nov. 10, 1898. Total.	Male.	Female.	Taught Speech.† A.†	B.†	C.†	Total have received instruction.	Present Number of Instructors. Total.††	Male.††	Female.††	Deaf.	Artic'la'n.‡‡	Industrial.
1	Cath. Inst (Male)	Oral Dep Man. do.	Ba., Bl., Bo., Cab., Car., Fa., Ga., Pa., Pr., Sh., Ta., Wt.	60 54	60 47	60 47	.....	60	60	.....	742	28 21	28 21	.....	...	9 2	19
2	Cath. Inst (Fem)	Oral Dep Man. do.	Art., Em., Ho., Kn., Se., Wea	105 65	100 57	.....	100 57	100	93	7	868	32 9	.....	32 9	...	18 ...	12
3	Halifax Institution	..... do.	Car., Dr., Ga., Pr.	102	90	58	32	60	60	.....	446	8	2	6	1	7	1
4	Ontario Institution	..... do.	Car., Dr., Pr., Sh., Ta	305	258	144	114	57	.....	.....	1,144	22	13	9	5	2	5
5	Mackay Institution	.... do.	Cab., Car., Dr., Pr., Sh., Wc	65	55	30	25	30	17	13	160	8	3	5	...	3	3
6	Fredericton Institution	..... do.	None.	42	29	19	10	20	20	.....	71	4	3	1	1	1	.....
7	Manitoba Institution	..... do.	Co., Pe., Pr., Se., Wc	57	49	21	28	16	9	.....	88	5	2	3	3	1	2
7	Schools in Canada.			855	745	379	366	343	259	20	3,519	137	72	65	12	41	42

	Name.	Vacation.	How Supported.	Value of build'gs and grounds.	Expenditure Last Fiscal Year.		No. volumes in library.
					For support.	For buildings and grounds.	
1	Catholic Inst'n, (Male).....	Third Wed. in June to first Wed. in Sept.....	Province, pupils, and vol. contributions....	$175,000	.....	.....	1,550
2	Catholic Inst'n, (Female).....	July 1st to Sept. 1st.....	Province and voluntary contributions.....	.....	.....	.....	4,140
3	Halifax Institution	Last week in June to first week in Sept.....	Province and voluntary contributions	80,000	.....	.....	.....
4	Ontario Institution.....	Third Wed. in June to second Wed. in Sept.....	Province.....	240,000	$44,887	$5 0	2,563
5	Mackay Institution.....	Third Wed. in June to second Wed. in Sept.....	Province, pupils, and vol. contributions....	60,000	10,537	924	780
6	Fredericton Institution.....	July 1 to Sept. 1.....	Province and voluntary contributions....	.....	6,070	.....	.....
7	Manitoba Institution	Second Wed. in June to second Wed. in Sept.....	Province.....	35,000	11,700	500	400
7	Schools in Canada.						

* See page 68. †† See Page 69. ** Including those who have left school during the year. † A = number taught speech. B = number taught wholly or chiefly by the Oral method. C = number taught wholly or chiefly by the Auricular method and the teachers of industries.
‡ Including those who teach speech and those who teach by speech, but not the teachers of industries. (*a*) Notre Dame de Grace.

METHODS OF INSTRUCTION IN AMERICAN SCHOOLS.

THE "Methods of Instruction" named in the preceding Tabular Statement may be defined as follows:

I. *The Manual Method.*—Signs, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. The degree of relative importance given to these three means varies in different schools; but it is a difference only in degree, and the end aimed at is the same in all.

II. *The Manual Alphabet Method.*—The manual alphabet and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. Speech and speech-reading are taught to all or part of the pupils in some of the schools recorded as following this method.

III. *The Oral Method.*—Speech and speech-reading, together with writing, are made the chief means of instruction, and facility in speech and speech-reading, as well as mental development and written language, is aimed at. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instruction; but they are differences only in degree, and the end aimed at is the same in all.

IV. *The Auricular Method.*—The hearing of semi-deaf pupils is developed and improved to the greatest possible extent, and, with or without the aid of artificial appliances, their education is carried on chiefly through the use of speech and hearing, together with writing. The aim of the method is to graduate its pupils as hard-of-hearing speaking people instead of deaf-mutes.

V. *The Combined System.*—Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual or the Manual Alphabet method, and, so far as circumstances permit, such method is chosen for each pupil as seems best adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in most of the schools some of the pupils are taught wholly or chiefly by the Oral method or by the Auricular method.

NOTE.—In the judgment of the Editor of the *Annals*, the Pennsylvania, Illinois, and Western New York Institutions may properly be recorded among the schools whose methods are included in the Combined System; in the preceding Tabular Statement they are recorded otherwise at the request of their Superintendents.

INDUSTRIES TAUGHT IN AMERICAN SCHOOLS.

The "Industries Taught" in American Schools for the Deaf, mostly designated by abbreviations in the preceding Tabular Statement, are: Art, Baking (Bak.), Barbering (Bar.), Basket-making (Bas.), Blacksmithing (Bl.), Bookbinding (Bo.), Bricklaying (Bk.), Broom-making (Br.), Cabinet-making (Cab.), Calcimining (Cal.), Carpentry (Car.), Chalk-engraving (Ce.), Cementing (Cg.), Chair-making (Ch.), Cooking (Ck.), Clay-modelling (Cl.), Coopery (Co.), China-painting (Cp.), Drawing (Dra.), Dress-making (Dr.), Embroidery (Em.), Engineering (En.), Fancy-work (Fan.), Farming (Fa.), Floriculture (Fl.), Gardening (Ga.), Glazing (Gl.), Harness Repairing (Ha.), Housework (Ho.), Horticulture (Hor.), Ironing (Ir.), Knitting (Kn.), Manual-training (Man.), Mattress-making (Ma.), Millinery (Mi.), Painting (Pa.), Paper-hanging (Pap.), Plastering (Pl.), Plate-engraving (Pe.), Photography (Ph.), Printing (Pr.), Sewing (Se.), Shoemaking (Sh.), Sloyd (Sl.), Stone-laying (St.), Tailoring (Ta.), Type-writing (Ty.), Venetian Iron Work (Ven.), Weaving (Wea.), Wood-carving (Wc.), Wood-engraving (We.), Wood-turning (Wt.), Wood-working (Ww.), and the Use of Tools.

SCHOOL ITEMS.

Alabama Institute.—Miss Nettie McDaniel, of Georgia, and Miss Katherine B. Henderson, of Missouri, have been added to the corps of instruction. Mr. Bledsoe has resigned his teachership to accept the position of Resident Principal of the Maryland School for the Colored, and his place is not yet filled.

Shoemaking has been added to the trades taught, and a post-graduate class in printing has been established. The foreman of the printing office now gives his entire time to instruction, instead of half the day as formerly.

Arkansas Institute.—The vacancy caused in the Speech Department by the resignation of Miss Annie C. Brown, now Mrs. I. B. Gardner, has been filled by the election of Miss L. May Crawford, who taught physical culture in this school last year. Mr. I. B. Gardner, for three years a teacher in the Manual Department, has resigned to accept a more lucrative position in the New York Institution. The vacancy has been

filled by the election of Miss Ruth Stephan, of Arkansas, an experienced teacher of hearing children, and for one term a normal student in this school.

Mr. E. L. Keene, an expert printer and newspaper man, now holds the position of instructor of printing and is practically in charge of the *Optic*.

Central New York Institution.—Mrs. Holliday and Misses Bessie Hall, Letitia M. Booth, Claudia M. Redd, and Marie W. Comstock have severed their connection as teachers in this Institution, and Misses Mabel Morris, Emma A. Dobbin, Laura Wing, Jessie Skinner, Harriet Rhoads, and Mrs. Ida Thomas have been added to the corps of instruction.

Cincinnati Oral School.—Miss Bessie A. Tucker has been added to the corps of instructors.

Colorado School.—Mr. Dudley is taking a vacation of a few months in Arizona for the sake of his health. In his absence Mr. Argo is Acting Superintendent.

Eastern Iowa School.—The Eastern Iowa School, established ten years ago at Dubuque by Mr. DeCoursey French, has been discontinued. It was hoped at the outset that it would be adopted as a State institution, but the hope was not realized, and the amounts received from tuition fees, subscriptions, exhibitions, etc., have not been sufficient of late for its support. Mr. French will remain in Dubuque and engage in other business.

Evansville Day-School.—The School has been assigned a large room in the new High School building.

Georgia School.—Miss Nettie McDaniel has resigned her position as teacher to teach in the Alabama Institute, and Miss Anna Ervin, of Linnville, North Carolina, has been elected to fill her place.

Greenock (Scotland) School.—Complaints of unsatisfactory results from the oral method in this School last year led to an official investigation by a sub-committee of the School Board. The committee found that the complaints were justified in the cases of some pupils, but that the failures were partly due to the unfavorable home surroundings of the children and their irregular attendance at school. They recommended the con-

tinuance of the oral method but the substitution of the manual method for any pupils with whom after two years, or in case of doubt three years, the results were unsatisfactory; also that the head-mistress should possess a knowledge of the manual method as well as the oral, and that after two years all pupils should be taught the manual alphabet and allowed its use in the work of the class. Other recommendations were made concerning the qualifications of teachers, etc. The recommendations of the sub-committee were adopted by the Board.

Halifax Institution.—Miss L. Mahony left at the end of June to be married, and her place has been filled by the appointment of her sister, Miss C. Mahony. The vacancy caused by the resignation of Mr. L. E. Porter has been filled by the appointment of Miss M. Grant.

Indiana Institution.—Mr. Johnson has published three pamphlets relating to Institution work this year: "Concerning Pupils; Their Admission to and Conduct in the Institution" (88 pages); "School Manual" (96 pages), and "Outlines: Eighth Year" (28 pages). The first is sent to parents and others seeking admission for children; the second is for the guidance of teachers in their school work, and the third is a reference manual for all connected with the Institution. Some of the material contained in these pamphlets has been published in Mr. Johnson's similar manuals of previous years, but every year we note additions and improvements.

Keeler Class.—The "Keeler Articulation Class" established fourteen years ago in New York by Miss Sarah Warren Keeler has been discontinued. Miss Keeler's future address is Candor, Tioga County, New York.

LaSalle School.—An oral day-school was begun at LaSalle, Illinois, last year under the law passed by the State legislature in 1897 and published in the *Annals*, vol. xlii, p. 350. The first principal, Miss Letitia L. Doane, who is now teaching in Chicago, has been succeeded by Miss Edith E. Brown.

Lorain County School.—A public oral day-school has been opened in Ilyria, Lorain county, Ohio, under the law passed by the State legislature at its last session and published in the

last number of the *Annals.* Miss Emma L. Carrigan has been appointed teacher.

Los Angeles School.—An organization known as the "Southern California Association for the Oral Education of the Deaf," aided by the Board of Education of Los Angeles, has opened an oral day-school in that city. The Board provides a school-room and pays for one teacher, while the Association pays for another teacher. The State legislature will be urged this year to authorize boards of education throughout the State to establish day-schools where five or more pupils can be found.

Louisiana Institution.—The statistics of this Institution, given in the Tabular Statement on another page, are of November 30 instead of November 10, as the school did not open until November 23, on account of the quarantine against yellow fever.

Maine School.—Miss Emma L. Plympton, a teacher in this School, was a passenger on the steamer "Portland," which sailed from Boston for Portland on the evening of November 26, 1898, and was lost with all on board in the great storm which began that night and raged all the next day. For the following notice we are indebted to Miss Grace E. Armstrong, a teacher in the School:

Miss Plympton left us Wednesday evening, November 23, to spend Thanksgiving with her family at Charles River Village, near Boston, the occasion being the first reunion of the family in thirty-five years. She was reluctant about going, as our corps of teachers was smaller than usual on account of sickness, but Miss Taylor, knowing how anxious she was to spend Thanksgiving at her home, urged her to go. She was in the best of spirits, looking forward to a pleasant visit with her family.

Miss Plympton began her work as a teacher of the deaf in the Clarke Institution, staying there but a short time. Then she taught in the Portland School for a year under Miss Barton. She left this School for work in the Pennsylvania Institution, where she remained for eleven years, returning to Portland in 1894.

Miss Plympton was the most faithful of workers, her devotion to her work knowing no limit. Most of her time out of school she spent in promoting the progress and happiness of the children. Her kind face, loving manner, and sympathetic nature made her a universal favorite with both teachers and pupils. Not a child in the School but loved her dearly.

She kept in touch with the work of other schools, and always endeavored to keep herself fully informed in regard to the best methods of teaching.

Such a life as hers cannot be ended by any such disaster. Her work will follow her, and she will continue to live in the hearts and minds of those who knew her best.

Maryland School for the Colored.—The vacancy in the office of Resident Principal occasioned by the death of Mr. Stauffer has been filled by the appointment of Mr. John F. Bledsoe, late a teacher in the Alabama Institute.

Milwaukee Day-School.—During the past year the Normal Department of this School has become a part of the normal school system of the State. The following rules regarding applicants have been adopted:

Applicants entering the Normal Department shall be required to hold a Milwaukee assistant teacher's certificate, or its equivalent, or shall have completed one year of the advanced course of a State Normal School. After having attended the School for the Deaf for observation and practice work for one year, members of the class shall be examined in anatomy and physiology of the organs of speech and ear, science of the elements of speech, history, and special pedagogy for the deaf. They shall also be examined in senior psychology and the science of education at the Milwaukee State Normal School. A standing of not less than 65 per cent. in each study, and a general average of not less than 75 per cent. shall be required. The Superintendent of Schools shall certify the standings of the normal students so examined to the State Superintendent of Public Instruction for the issuance of certificates of teachers of the schools for the deaf, as by law provided.

Mississippi Institution.—The school was not opened this year until November 23 on account of the yellow fever quarantine. That is the reason no statistics of the pupils are given in our Tabular Statement.

Montana School.—Since last May the School has occupied the building erected for it by the State at a cost of $50,000. It is lighted by electricity and heated by hot air with forced draught and ventilation, and occupies a site of 40 acres of land suitable for cultivation. A separate oral class and a manual training class have been established.

New Jersey School.—Within the past year an infirmary building has been completed and put in use. It is in charge of a trained nurse, and has accommodation for thirty patients.

There are four main wards and smaller rooms for suspected cases, physician's office, compounding dispensary, etc. The arrangements for heating, ventilation, cooking, and the maintaining of sanitary conditions are the best and most modern. A handsome iron fence has been put around the grounds at a cost of about $3,500, and the sidewalks bounding the school property have been flagged, curbed, and guttered. The street on which the school fronts has been paved with sheet asphalt. About $600 has been expended on the library within the last school year.

New York Institution for Improved Instruction.—Miss Mary B. Shaw, formerly of the Pennsylvania Institution, has been added to the corps of instructors.

North Carolina Institution (Raleigh).—Miss Blanche Wilkins has resigned her position as teacher to accept a similar position in the Texas School for Colored Youth. The vacancy is temporarily filled by the appointment of Mrs. W. A. Caldwell.

Oakland Kindergarten Home.—The Home for young children opened last year in Chicago by Miss Charlotte Louise Morgan has been moved to Oakland, California, at the expense of Mr. and Mrs. Irving C. Lewis, of that city, who have a deaf son whom they wish to have educated at home by the oral method.

Ohio Institution.—Mr. Clarence W. Charles, instructor in printing, has published an excellent little "Manual of Printing" for his pupils, giving the names of the materials used in the printing office, the technical terms of the trade, rules for setting type, punctuation, etc.

Oregon School.—Four years ago the School was moved to new grounds, seven miles from Salem. The only means of reaching the town is by hacks and wagons, and great inconvenience results, as well as increased expense. A movement is now on foot to return the School into or near the town. The decision rests with the legislature.

Paris (France) National Institution.—Mr. D. Giraud has been appointed Director in the place of Mr. Debax.

A new class for young children has been established. Pupils are admitted to this class as young as six years of age.

Pennsylvania Institution.—A well-appointed gymnasium on the Swedish system has been established, with Miss Grace G. Greene as director. The gymnasium is in the new "Morris Industrial Hall," the gift of Mr. John T. Morris, a director of the Institution. On the wall is a marble tablet bearing this inscription:

THIS BUILDING
IS GIVEN BY A FRIEND
TO THE
PENNSYLVANIA INSTITUTION
FOR THE DEAF AND DUMB,
AS A TOKEN OF REGARD
FOR
A. L. E. CROUTER, LL. D.
AND
IN RECOGNITION OF HIS DEVOTED
AND UNTIRING INTEREST IN THE DEAF
AND
FOR HIS FAITHFUL SERVICES OF 30
YEARS TO THE INSTITUTION.

A. D. MDCCCXCVIII.

Pennsylvania Oral School.—Miss Maud Williams has resigned her position as teacher to take a private pupil in the South, and Miss Helen Merriman has been elected to fill the vacancy.

Texas School.—In accordance with the custom of rotation in office prevailing in this School, Mr. B. F. McNulty, of San Antonio, has been appointed to succeed Mr. Rose as Superintendent. Mr. Blattner has been removed by Mr. Rose from the position of Principal, which he has held for fourteen years, on the ground that he applied for the superintendency without resigning the principalship. The appointment of Mr. Blattner's successor will be left to the new Superintendent.

Texas Institute for Colored.—Mr. S. J. Jenkins has been appointed Superintendent in the place of Mr. W. H. Holland, and Miss Blanche H. Wilkins, late of the North Carolina Institution, teacher in the place of Miss P. A. Glenn.

Virginia School.—Miss Eva DeJarnette has been elected to assist Mr. Williams in the infant class.

West Virginia School.—Mrs. Ferguson has been transferred from the Department for the Blind, giving an additional teacher for the Department for the Deaf.

Western New York Institution.—Mr. Gilman H. Perkins, Treasurer and Trustee of the Institution, and a prominent citizen of Rochester, died November 16, 1898. Mr. Perkins was interested in the welfare of the deaf from having a deaf daughter. He was active in the establishment of the Institution, held the office of Treasurer and Trustee from its organization until his death, often gave it the benefit of his private credit when such help was needed, and in every way labored earnestly and intelligently for its success.

Western Oklahoma School.—Mr. Ellsworth Long, late a teacher in the School at Guthrie, Oklahoma, the establishment of which was largely due to his efforts, has begun a new school at Byron, in consequence of differences with the Contractor and Superintendent of the School at Guthrie. Hearing children are also admitted to Mr. Long's School. Whether the School is to be permanent will depend upon the support it may receive.

Western Pennsylvania Institution.—Miss Elizabeth Thompson has been added to the corps of teachers.

Of the 21 new pupils this year admitted all except one were either congenitally deaf or had been deprived of their hearing so early in life as to have lost their speech.

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American Annals of the Deaf,

[illegible] 1897.

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The American Annals of the Deaf is published six times a year, appearing in the months of January, February, April, June, September, and November. The subscription price is $2.00 a year, payable in advance. For Great Britain and Ireland the price, postage included, is 8s. 6d.; for Germany, 8½ marks; for France, 11 francs, all which may be sent through the postal money-order office. Subscriptions and all other communications relating to the *Annals* should be addressed to the Editor,

E. A. FAY,

Gallaudet College, Kendall Green,

Washington, D. C.